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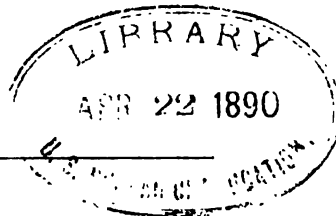
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### CONDITIONS OF PSYCHICAL DEVELOPMENT.

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BY ELMER H. STANLEY.

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#### II. PHYSIOLOGICAL.

While in this life the soul, whose powers as the primary condition of its development were considered briefly in a former article, communicates with the outer world through a physical organism called the body. As far, then, as such communication is necessary to psychical development, the body is indispensable, for no other means has the soul of receiving impressions from the world or of acting thereupon or therein. And such experience is absolutely necessary to the development of a conscious life in any such form as we now know. No matter what may be the unconscious activities of the soul, those that are conscious as we know them in psychical life do not even begin until aroused by sensations—visual, tactual, auditory, etc.—received through the senses. That this is true is evident from the limited development attained or attainable by those deprived of many of these avenues of communication. If the soul were deprived of all the senses, as it would be without the body, there could be no development in any form known to human experience. Through the body, its activities are awakened and its food for development

furnished, but when once it is aroused to a conscious state and has begun to unfold its powers it maintains a relative independence of the body. It develops, indeed, by laws of its own and in a great degree independently of the body, but that its development in this life is through the sensations and their reproduced images must be admitted.

When the soul has been thus aroused and its stock of ideas accumulated, the body is no longer a necessity and no reason exists why the psychical life may not continue in independence of its physical organism; but in this life it has the world as a necessary physical environment, and the more perfectly the body performs its functions as a means of communication therewith the greater are the possibilities of the soul, not only as to what it may receive and become but also as to what it can do while here. Plato and Paul, and even Jesus, could never have done for this world what they did had they not had bodies to give expression to their souls.

Moreover the soul is greatly aided in its intellectual operations by physical helps. By use of diagrams and figures it can solve problems otherwise impossible. In fact all thinking is aided in some such way, as appears from the connection of thought with language and physical images. If, then, certain nervous states greatly assist the soul in its operations, it follows that any disturbance of the brain whereby it should affect the soul less sensitively or whereby it should in turn become less sensitive to the soul's activities would hinder its operations as much as it would a mathematician to take away his paper and pencil.

But this leads further, and the fact that until death there is no escape from this prison and that every act of the soul implies nervous action brings out even more clearly the profound significance that the body has for psychical life and development. No matter how the soul may act after it escapes, its every activity in this life is through the nervous system and involves more or less of physical activity. In such work as reading or talking this is very evident. It is clearly seen also in the tiresome demand made upon the organs of sense when in use. But beyond all this, there is nervous action and hence nervous waste involved in all thinking. Just as a given nervous state tends to produce a specific sensation, so the thought of that sensation tends to produce the corresponding physical state, as is seen in the so-called watering of the mouth at the thought of savory food.

Since, then, until freed by the Angel of Life, we are thus bound to a physical organism upon whose action and energy our very thoughts and feelings depend, it is of momentous concern to us what kind of a

body we shall have, whether it shall be weak and inefficient or strong and capable in the performance of its functions. If it as the carrier from the world to the soul presents its messages in an incoherent mass, there can be no right development of the rational nature; for the soul gets nothing from the world except what the body gives and it must take what is given as delivered. As already learned, sensations are the mental reactions against nervous action, and hence, if for any reason the action of the nerves be abnormal the mental reactions and the consequent perceptions must be in like manner abnormal. Idiocy illustrates. The different forms of insanity illustrate a similar disorder in the action of the nervous system, the difference being that in this case there has been no interference with the normal action until after the sensations have become the signs of certain objects. Abnormal action then may cause these sensations to be repeated in strange forms and combinations when no objects are present and thus produce those strange hallucinations seen in delirium or insanity.

But this action of the nervous system may be normal and yet weak. All nervous action implies nervous waste, and as every psychical activity implies nervous action it must follow that the greater the activity of the soul the greater will be this waste. If, then, the nervous system be taxed unduly, as by excessive grief, or too prolonged mental labor, there is an undue waste and the nervous energy of the body is lowered, thereby rendering impossible that activity of which the soul is capable when supported by a system in a vigorous, healthy condition. It follows, too, from the wonderful interaction between all parts of the body that any considerable change in the condition of one or the other of its organs will produce a corresponding change in the efficiency of the nervous system. No one can do his best mental work immediately after a hearty meal, nor after great muscular exertion, nor if he be suffering from indigestion or impeded circulation of the blood. Poor digestion has caused millions of failures, and that piece of pie eaten by the teacher after he has enough is sure to be full of the seeds of a disorderly school. Nervous energy is demanded and used in every act of the body and excessive use or any abuse must therefore rob the system of energy needed for the functions of both soul and body.

And another point must be guarded, wherein are even more serious consequences. As nerve energy is required for the other functions of the nervous system, especially in keeping up the reflex actions and in regulating the vital processes, there is great danger of drawing off too much for brain work, and thus producing nervousness, dyspepsia, enfeebled circulation of the blood, etc., through the lack of sufficient energy to maintain the proper action of the organs.

In children, whose stock of nervous energy is small and in whom so much is required to carry on the processes of growth, this danger is especially great. Their metabolic activities are much more pronounced than those of adults, for not only must a comparatively greater amount of food be converted into living tissue to make the rapid growths of the first years, but the demands of a higher temperature, a more rapid circulation, and a more frequent respiration must be met. The whole circuit of the circulatory system is traversed in infancy in about twelve seconds instead of twenty-two as in maturity, the heart-beats are about 130 to 140 per minute, falling off only to about 90 in the tenth year, and the respiration is about 35 at first and as high as 26 in the fifth year. Anything, then, that will draw off from the supply of energy required for these more rapid activities, upon which depend the growth and development of the body, is a canker-worm working away at the foundations of the psychical life. The body cannot flourish nor develop properly when the want of nervous energy has made the appetite poor, indigestion imperfect, and the circulation enfeebled. Without plenty of good life-giving blood no organ can perform its functions as it ought, nor can there be a sound, sufficient development.

Now, any excessive activity of the mind, involving as it must an excessive activity of the brain, is one of the worst of canker-worms.

The influence of the brain on the other organs is forcibly illustrated by an experiment first performed by Weber and mentioned by Herbert Spencer in his admirable article on Physical Education. It was shown that any irritation of the vagus nerve, which connects the brain with the viscera, suddenly arrests the action of the heart and holds it in check until the irritation is suspended. And we all have felt that palpitation caused by fear or joy or anger and have lost our appetites, too, through pleasurable or painful states of mind. But the effect produced in these more extreme cases must be produced in a corresponding degree by anything that unduly excites or taxes the brain.

What think you, then, of a school system which imposes upon children what Garfield called "that undefended and indefensible outrage upon the laws of physical and intellectual life which keeps a little child sitting in silence in a vain attempt to hold his mind to the words of a printed page for six hours a day?" Well might he add, "Herod was merciful, for he finished his slaughter of the innocents in a day, but this practice kills by the savagery of slow torture."

And many there be that do away even with the recesses, but of each such, "it were better for him that a mill-stone were hanged about his neck and that he be drowned in the depth of the sea." It may

seem a loss of time to have recesses and gymnastic exercises, and it is often difficult to restore order, but the pupil's nature absolutely demands the change and the teacher who cannot restore order quite promptly would better have recess all the time.

Dr. Steele said very wisely, "were gymnastics or calisthenics as regular an exercise as grammar or arithmetic, fewer pupils would have to leave school on account of ill health."

Is it not time to call a halt in the operation of most of our school systems, if we have any? In early times, when the leading social activities were aggression and defense, bodily strength was the desideratum and the education was almost wholly physical. Now, the leading social activities are in the line of psychical power and our education has become almost exclusively mental. They were wrong but we are far more so. We must sooner or later feel more fully the force of the truth that the physical underlies the psychical and that every effort to develop the psychical at the expense of the physical is a step toward the enfeeblement of both. The ancient and the modern conceptions must be combined, and beside the divine injunction, "Be ye therefore perfect," must be placed that other, "Present your bodies a living sacrifice"—not one-half dead.

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## THE SYSTEM AND THE MAN.

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BY J. A. LEONARD.

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(Read before the North-Eastern Ohio Teachers' Association.)

We sometimes hear it said "man wants the earth." Has he not a right to the earth? Was he not given dominion over it? Man seems even desirous of regaining his lost estate—he ever looks forward to the time when a common brotherhood shall frame universal law in a language of the world. 'Tis true this idea, in most minds, is vague and seldom finds expression in words, but the history of the world is but a record of his vain attempts to establish such conditions. All the phenomena of nature teach him the necessity of system. The stars in their courses, the seasons in their order, the gathering of the waters, the development of plant, leaf, flower and fruit, and, more than all, his own matchless form argue the power of organization and co-operation in law. Acting from social instinct and true to analogy and imitation, he establishes system after system only to discover that as his systems grow strong the *man* becomes weak—falls a victim to his own inventions. The political and the religious system is, each in

turn, tried and found wanting. To abandon system means anarchy, and anarchy means destruction. On the other hand, perfect system means universal dominion—man's mastery of earth, when the products of a thousand climes will minister to the wants of a restored Adam, who, as a citizen of the world, can go to the ends of the earth to complete his circle of knowledge without savage man or ferocious beast to molest or make him afraid.

Alexander, Caesar, and Napoleon each well nigh attained to universal empire, and the systems established by them were most grand and imposing. They were, no doubt, the best as well as the highest exponents of their kind, but are far too suggestive of destruction, injustice, chains and death to have served the best interests of the *man*. Their story paints a sad, sad picture of man's inhumanity to man.

On the confines of christendom, there exists to-day a representative of this class, made possible by isolation and ignorance and tolerated by fear and fawning. But tyranny and treachery have made of the wide empire of the Czar of all the Russians a low temperature hades, that rivals the most extravagant fancies of a Dante. But this system of empire will share the fate of all that have gone before.

Why did all these far-reaching systems fail? Because their fundamental principle and all pervading idea was fatal to the individual—the *man*. What was that fundamental principle? Does it not appear on every page of history: *Dominion by conquest and authority by subjection*.

See an Alexander, a Caesar, or a Napoleon rule his empire. A suspicious eye and an iron hand upon the kings and princes—the king or prince in his turn tyrannizes the nobility, and the noble, faithful to the example of his superior, oppresses the head of the family, who, true to the general principle of the system, is a domestic despot. If it be true that exercise of authority develops manly qualities, surely this system, in which all, save women and children, are rulers, should produce the ideal man. But does it? Suppose, if you please, that the above indicated series—each in order—should be ordered to about face, and what do we see? Wife and children crouch in fear before the husband and father, who turns from abuse of them to bare his back to the lash of his master, the noble, who—all traces of nobility gone—falls in the dust at the feet of his king, and the king forgetting his sovereignty humbly kneels and kisses the iron hand.

The system viewed in one way shows a series of heartless tyrants. Another view discovers a line of cringing slaves, but no view serves to reveal the *man*. The *man* has been mangled to death and beyond recognition by the glittering wheels of the machine. No, not crushed

to death nor marred beyond identification, for the most destructive machine ever invented—the sum of all oppressive villanies—the ecclesiastic system of the middle ages, failed to destroy the spark of divinity that makes a man a man—some trace always remained of Him in whose image he was created. \* \* \*

When a child, I never read the betrayal of our Savior, that I did not look upon Peter as a hero because he cut off the ear of the high priest's servant. Indeed I regretted that he did not lay about right and left till his good sword had annihilated the persecuting mob, But the Savior had taught "peace on earth and good will among men"—that men are brethren who should dwell together in unity. And now when his impulsive disciple, full of the spirit of the old system and having apparently just occasion for appealing to the sword, pleads for the command to smite, the Master utters the command, "Put up again thy sword into his place, for all they that take the sword shall perish with the sword." This is, without doubt, the most revolutionary command ever uttered, opposed as it was to the theory and practice of all past ages—world-wide in its application—given for all time and by divine authority. The meaning was too great for the immediate comprehension of a race so thoroughly saturated with the idea of extending empire by force of arms, and a few centuries later we find the greatest crimes of war committed in the name of the Prince of Peace.

How faithful and futile the endeavors of Christian nations to harmonize the new truth and the old system. How often they repeated the folly of putting new wine into old bottles. Successive failures caused reaction, and for a time the christian world seemed hopelessly broken up into petty sovereignties which interfered with trade, hindered commerce, fostered jealousy and hatred, and, by multiplying dialects, made the acquisition of knowledge difficult and a wide culture impossible. Such conditions could be but temporary; desire for empire is the strongest sentiment of mankind: It is based upon the self-evident truth that a universal system of government, unrestricted commerce and a common medium of thought are essential to man's highest development. \* \* \* But we have seen that all these far-reaching empires of the past failed—failed because the foundation upon which they rested was defective—yes, eternally wrong.

We may ask, then, is there no sure foundation upon which this desirable superstructure may be built and remain secure while the generations of men inherit, perfect, beautify, enjoy and bequeath unimpaired?

Is it not possible to establish a system that will serve as a medium in which man may manifest his freedom and activity as do the fishes in the sea and the birds in the air? Yes, and if I restate the fundamental principle—the foundation of the old, the false system, i. e., *Dominion by conquest, authority by subjection*, it is only to suggest the fundamental principle of the new—the true, which is, “*A wider and closer association in equality.*” \* \* \*

The first notable experiment in establishing an empire based upon this great principle, was made by the Thirteen Independent States of North America, a little more than a century ago. The civilized world waited and watched a full hundred years. The nations saw the principle triumph over all forms of prejudice and jealousy. They saw state lines, so long and ably championed in behalf of human slavery, grow fainter and fainter till from the distance of Europe they are invisible.

Philosophic Germany pondered the matter, and lo! the arbitrary lines give way, and petty sovereignties fuse, and *United Germany* takes her proper place at the head of the enlightened nations of the Old World.

Distracted Italy, too, though she could not clearly understand the cause, yet she could note the effect, and in sheer desperation broke away from the old and sought for the new. And though clothed in rags and too ignorant to read the grand principles that Garibaldi's hand inscribed on her banner, she sponged out the lines of contention that foreign hands had traced, and, announced to the world that what God put together man should no more put asunder.

The whole world now listens while the ‘Grand Old Man’ with soulful earnestness and matchless eloquence pleads with Christian England for a general recognition and *practice* of the grand principle of a ‘wider and closer association in equality.’

England once committed to that principle, and the English speaking nations would demand a general application of it; and as the English tongue is fast becoming the language of commerce and literature, it will become the world's common tongue; and this will make possible Tennyson's ‘Federation of the World.’ Already thoughtful men are advocating a commercial union of the United States and Canada, and the only *violent* opposers of a *political* union of these countries are certain bank officials and municipal statesmen who find the arbitrary line of separation an excellent barrier to justice.

United States, Germany and Italy are examples of great empires established and extended in keeping with the principle of ‘association in equality.’ Now what of the *man* in these systems? Can any American say that our general government represses his manhood in

the slightest degree? Does not this *wide* and *close* association of states in equality make the *man* feel fetterless and free? No wonder he spells 'Nation' with a big N, because it inspires him to write man with a big M.

The proud citizen of United Germany saying to belligerent Europe, "Peace be still," appears to better advantage than he did as a Hessian hireling fighting to reduce the American colonist to his own unhappy condition. It is true that many minor systems in these countries are not in keeping with the general principle, and consequently bear hard on the man. But no sooner does a system of general government prove worthy of confidence than these subordinate systems are made to harmonize with it, and sooner or later the state is called upon to control all those that effect the interests of all the people. It is evident that this is the tendency of the times. It is true that the paternal idea of government control is gaining. The United States government is loved, respected and trusted. The state governments are tolerated and suspected. The United States courts are eminently the courts of justice. The state courts fail to command the confidence of the people. National law is obeyed, state law is evaded.

Why is this? Because the *man* respects the *system* that represents *all* the people more than that which represents a *few* of the people. And whenever it becomes public opinion that any system operated by individuals, corporations, or communities fails to give the best possible service to society in general there will certainly be a transfer of control to the general government.

Men of this generation have seen the government assume functions that its founders—with the possible exception of Jefferson—never dreamed of. Nothing so clearly marks this tendency as the passage of the "Inter-State Commerce Bill." Without doubt, Congress will be called upon in the near future to nationalize our telegraph system. The Blair Bill is the first great move in the direction of nationalizing our educational systems. \* \* \* Why not?

Will not our numerous systems be better for the application of a wider and closer association? The best state system at present is but a partial success. Dr. Holmes, whose wit and wisdom are a source of joy forever, says when speaking of an individual known as 'John' that there were really *three* Johns: the John he thought he was, the John others thought him to be, and the *real* John. So we may say of our school system. Some Americans look upon our schools as Godless and tending to undermine religion and morality. A great majority of our citizens regard our common school system as the very perfection of democratic institutions. Our professional patriots are given to

boasting its surpassing excellence, and are ready to denounce those who criticise or point out its defects as enemies of popular education.

At the Centennial, we made quite an exhibit of our school work, which we hoped foreign commissions would see, admire and praise, and then report us as leading the world. They did all that we expected except to report us in the lead. They (more particularly the French) said in substance that they had been abroad in our land—had visited the rural districts as well as the cities—and while they admired the exhibit, it but set forth the excellence of the best schools in our leading cities, and failed to cover up the defects of the system as a whole. When reading these criticisms I was reminded of the story of the lad who went from door to door selling oranges. He was about to ascend the stairs leading to the office of a doctor, who, unlike most very thin men, was given to playing practical jokes. Seeing the lad coming he placed a mounted skeleton on the doorway and succeeded in giving the boy such a fright that he dropped his basket and ran out into the street, where he stood looking up to the office window. The doctor, wishing to reassure the lad, went to the window and called out, "That's all right—come up and get your basket." The boy eyed the spare form of the doctor and replied, "No yer don't—I know yer if yer hav got yer cloes on."

To know what others think of our schools may help us to a knowledge of our *real* system. What is the *real* system? We may, perhaps, arrive at what our system is by stating what it is not, but a positive definition is out of the question.

It is not national, and therefore not in harmony with the principle indicated, nor with the spirit of the times, which tends to greater units. In Ohio, it is not a state system except in the permissive sense. It is not a county system except as to examination of teachers. The Legislature only last winter refused to make it a township system. The best and worst we can say is that it is a system of exclusive local control. \* \* \* I wish to discuss the *system*, as we find it in Ohio, in its relation to the *man*. Do you ask, what man? I might answer, the man it is meant to educate. I might say, the man who is its victim as a school officer. But since I wish to be brief, I confine my remarks to man its *victim* in the capacity of teacher. Am I too radical when I use the term "victim?" I believe I speak the truth, at least my honest convictions, when I say that a system designed with malice and aforethought, for the purpose of stultifying the teacher—the man, would fall far short of the effectiveness of the present system.

From time to time, I have noted the opinions of leading

educators as well as those outside the profession (?); more recently, I have sought the judgment of leading Ohio teachers, on this subject; and without a dissenting voice the system has been pronounced "guilty of manslaughter." The verdict would have been "murder in the first degree" had it not been for several "North Eastern" men, who being opposed to capital punishment insisted upon a verdict of "assault and battery with intent to render eminently harmless and correspondingly worthless." I approve of the last verdict, except that I would substitute the word "effect" for the word "intent."

For those who think the above is too strong, I submit the remark of a conservative friend to the effect that the system as it bears on the teacher is very repressive. Repressive of what? Repressive of thought? "Thoughts shut up want air and spoil like bales unopened to the sun." Repressive of independent action? The man unaccustomed to fearless action grows timid. And what a pitiable object is a man stale of thought and timid in action. But let none suppose that this applies to *us*—the teachers of Ohio. For we do sometimes, when all together and all alone in some quiet secluded spot, manifest a deal of courage. In our associations we have been wrought up to daring that found expression in resolutions advocating reforms, and it is with pride that I point to the fact that such action on our part has never resulted in *harm*—no not in a single instance. We are the only considerable body of citizens that can, in convention assembled, pass such resolutions and never, no, *never*, offend or even disturb a legislator.

Why does the system render us so inoffensive? Why is the *system* so repressive of the *man*? All answers to these questions lead to this—*Because the tenure of office is insecure.* The teacher's means of livelihood as well as his reputation is at the mercy of a *local* board (sometimes one member of a board) too often composed of irresponsible and incompetent men. As a matter of fact, summary and unjust dismissals are not the rule, but they occur with sufficient frequency in the most conservative community to make the teacher painfully conscious of a sense of insecurity and consequent humiliation. The annual election—our school guillotine, as Philbrick calls it—is totally without show of justice. If it serves at all to stimulate teachers to more or better work it is at best but the stimulation of the *whip* and not the inspiration born of privilege and duty. The superintendent is even more than the teacher a victim of the system. Not long ago I heard one superintendent ask another, "Do you find much difficulty in *managing your Board of Education*? Now you know that, in *theory*, the Board of Education is supposed to manage the superintendent.

But for the sake of living and reputation, as a rule the superintendent *must* manage his board of education, and thus expend tact, time and nervous energy that should go for the good of the schools. It is necessary to "manage" all because one refractory member is sufficient oftentimes to ruin the superintendent's influence in the community.

To manage A, he consents, with protesting conscience, to the employment of an incompetent person to teach. To manage B, he fails to recommend the removal of a teacher who has been tried and found wanting. To manage C, he speaks when his better judgment commands silence. To manage D, he withholds condemnation of a public wrong or common abuse. And to please all and flatter their vanity, he is tempted to introduce a "jingo" policy that demoralizes all—pupils, teachers and patrons. The tendency of the system is to make the superintendent as slippery as an eel, as noncommittal as an oyster, and so yielding, withal, that you could behead him with a paper sword or bind him fast to the stake with a cobweb.

Believing this to be true, I'm inspired to take off my hat in the presence of those teachers and superintendents of long service who have proved themselves superior to the system and stand erect in their manhood, worthy the love and respect of all. Of such I know a goodly remnant, and to know them is to love them. \* \*

\* Fix the blame on the school boards? No, not at all. A member of a school board, if he be a sensitive man, has enough to bear. He fully appreciates the annoying pressure that is brought to bear upon him by the just and the unjust. He knows full well the meaning of the saying that grew out of religious controversy long ago: "You can and you can't—you shall and you shan't—you will and you won't—you'll be damned if you do and you'll be damned if you don't."

The member of the board, the superintendent and teacher are all victims. 'Tis their misfortune, not their fault. They are human—strange as it may seem, and being human they become easy and sometimes unconscious victims of a machine. \* \* \*

When God created man he first formed him of the dust, but it was not till He breathed *life* into his nostrils that he became a *living soul*. What the breath of life was to the perfectly formed Adam the teacher is to our educational system—the vital element. This element is too precious to be left to local authority—to be classified with maps, globes, books, &c., as school supplies.

First, Our system should be *National*. The nation should provide for the training of teachers at public expense, not as a charity to a class, but as the best means of supplying an efficient teaching force.

Second, The nation must exercise exclusive authority and control as to teachers. The power of employing and dismissing teachers should rest with the highest authority. In no other way can the state discharge the obligation it assumes to supply better instruction than can be assured by the family, church, or local authority.

The teacher, because of his profession, should be a leader of thought. It is not enough that he keep abreast of public sentiment, and for this reason he should be made secure against unreasonable prejudice, the opposition of ignorance and superstition, as well as petrifying conservatism. The teacher should be a pioneer in every field of investigation. It follows that his life should have a wide margin for study and reflection.

The state should supply libraries, laboratories, &c., and having given the teacher every opportunity for fitting himself for good work, should demand the best results. \* \* \*

As a closing remark—and I know that I venture on dangerous ground—I would like to see religious instruction made general in our school system. Not sectarianism, not creed, not any “Thus saith Leo. Luther, Calvin or Wesley”; but I would have taught from the Bible. “Thus saith the Lord.” I want the Scriptures taught because “Thy testimonies are wonderful. The entrance of thy word giveth light; it giveth understanding to the simple.”

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## MUSKINGUM.

BY MRS. E. K. CRAWFORD.

A brief editorial allusion, in the November number, to happy childhood days in Muskingum County, has brought to our table the following touching and beautiful poem, written twenty years ago.—Ed.

O hills of Muskingum, I'm dreaming of you,  
For the south wind is blowing to-day,  
And it whispers sweet tales of a land it came through  
In its careless and frolicsome play.  
Dear land of green slopes with rich valleys between,  
Lying soft in the blue autumn haze,  
And of orchards and woods putting on their bright sheen  
Of crimson these beautiful days.  
Wherever I go, to those scenes I shall turn  
With a love that is almost a pain;  
And often in visions my heart will return  
To the hills of Muskingum again.

*Muskingum.*

Dear homes of Muskingum, how joyous ye are,  
    Made musical all the day long  
By light, busy feet over carpet and stair,  
    Keeping time to gay snatches of song!  
And at night, when the soft summer moon shimmers gold,  
    Or the bright fire of winter glows red,  
Weird tales, oft repeated but never grown old,  
    To breathless young listeners are said.  
Should my life ever come to be clouded with care,  
    Or darkened by sorrow or pain,  
I shall long to go back to the dear loving air  
    Of the homes of Muskingum again.

Brave hearts of Muskingum, so earnest and true,  
    So tender to all that ye love,  
The breezes of morning bring whispers of you,  
    And the prayers ye are wafting above.  
What magical spell did ye round me entwine,  
    That I sigh for your glad voices yet,  
And the glances of eyes that have looked into mine,  
    With a language I cannot forget?  
There's a place in my memory as verdant as May,  
    And sweet as a nightingale's song,  
And its odorous blossoms that never decay,  
    To the hearts of Muskingum belong.

O hills, ye will stand in your glory and bloom,  
    As stately and grand as to day,  
When those who now love you have passed through the tomb,  
    To the beautiful mansions of day.  
But homes, ye are changing,—the voices of mirth  
    And the happy young feet ye have known  
Are wandering away from the land of their birth,  
    And leaving you silent and lone.  
Brave hearts, though divided through life we should go,  
    And divided lie down to our rest,  
Our spirits no sad hours of parting shall know,  
    When we meet in the home of the blest.

*Cuyahoga Falls, Ohio.*

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## SCHOOL PROMOTIONS.

For several years the writer has taken no active part in the discussions—heated often—as to the value of written examinations. He has believed that in time we should settle down to juster conclusions, because of such discussions. Thorough investigation is the only road by which truth is reached. And while he has not been driven from a confident belief in the great value of these examinations, under proper limitations, he has perceived the more clearly from the controversial war that has been so long kept up in educational and other papers, the evils that may attend their use in incompetent hands.

But if we shall admit the larger part of what has been urged in condemnation of written examinations to be true, is there not danger that in making the daily recitation the basis for promotions—which is now put forward as the panacea for all the ills the schools are heir to—we shall only substitute King Stork for King Log?

The tendency of the written examination may be, as is so often asserted, toward mechanical teaching, but in what will a scheme of promotion based on the daily recitation be better? In my judgment it will be far from an improvement in any respect. Besides, the record of the daily recitation and the written examination do not measure the same things. The recitation shows the student's *present* knowledge of an exceedingly limited portion of the subject studied; the written examination shows the amount of knowledge *retained*. The tendencies of the two schemes of promotion make a wide angle with each other. To magnify unduly the value of the recitation is but to aggravate the disposition all pupils have to cast behind them each day's work as they go on, as though it were a work completed, and of no further use. On the other hand, pupils who have to look forward to an examination—whether written or oral—which shall sweep over a considerable part of his studies has the strongest incentive to study in such a way as to retain what he learns.

It must be within the experience of every observant teacher that a quick memory and a retentive one are not by any means always conjoined. Indeed the first not unfrequently stands in the way of thorough scholarship. A student possessed of such a memory may make superior daily recitations, and yet in a sweeping general examination—to the surprise of himself and his teacher—show himself to have far less knowledge both of the facts and the principles of a subject than a student whose recitations have been a good way below the average. In other words, the recitation is the most deceptive of all the standards actually employed to measure scholarship; and to make it the sole

basis for promotions is not, in my judgment, a movement in the direction of sound learning. I have in my mind's eye more than one system of schools which would be improved by lessening the time given to recitation and increasing that given to instruction.

Besides, are we not in danger of drifting into the error of making the number of promotions the sole standard of successful school work? I have seen it stated as an argument in favor of the scheme of promotions under consideration that under it the number of promotions has been increased in some instances forty or fifty per cent. But could a stronger argument be urged against it? As a rule, all influences work against a fixed rule for promotions. Among these influences are public opinion, wishes of parents, and the desire of the teacher to make himself popular. Now, no greater wrong can be done a pupil than to promote him before he is properly prepared for it, since nothing can so surely bar his way to future high attainments. All genuine scholarship is a continued growth; and all the varied and ingenious schemes for pushing forward unprepared pupils should be severely discountenanced by teachers and superintendents. I am well aware that it requires a high courage and conscientiousness to do this; but it is a duty not to be shirked.

J. H.

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## WHAT VALUE IN SPELLING?

BY H. L. PECK.

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The "School Notes" in a recent issue of the *Barnesville Republican* contained the following:

"At the last teachers' meeting, the principle, 'The ability to spell is valuable only in written composition,' was rejected, it being maintained that the ability to spell aids in proper pronunciation and reading."

Further discussion of this "principle" may not be unprofitable. Am I permitted to offer "a few brief remarks?" A thing is valuable in proportion to the practical, profitable uses to which it may be put—to the degree in which it responds to the legitimate demands of life. The ability to spell may be used in two ways: in spelling for others, and in spelling for one's self. As one is under no obligation to be a spelling book or dictionary for others, and is rarely called on to be, the real value of one's ability to spell is found in the uses to which it is put for one's own purposes. That this use is in written composition is a self-evident proposition; and here the discussion might properly

close, were it not desirable to distinguish between the value of *methods of teaching* spelling, and the value of the *ability* to spell. The practical purpose of knowing how to spell is that one may write words correctly; therefore, the practical way of teaching spelling is by writing. Oral spelling, if properly done, affords valuable discipline in syllabication, articulation, and pronunciation. The *ability* to spell is of no value whatever in reading or in pronunciation. In acquiring the ability to spell, the child may incidentally acquire something else, distinct articulation and correct pronunciation, for example, that will assist him in reading aloud. The wise teacher will not limit herself to any one method of teaching spelling, nor will she fail to give her pupils the advantage of all the incidental benefits which flow from different methods of teaching the art; but all the time she will keep in mind the fact that the great purpose of acquiring the art is that the child may write words correctly—and that not only in columns, and in disconnected sentences, but in consecutive sentences, in the expression of thought on paper, and will govern her methods accordingly. The “principle” is as nearly correct as general propositions usually are.

1. The true method of teaching *spelling* is by writing.
2. Writing columns of words is superior to oral spelling as a means of teaching *spelling*.
3. Sentence writing, as a means of teaching spelling, is superior to writing columns of words, involving higher intellectual exercise.
4. Oral spelling is valuable,—(1.) for the sake of variety; (2.) as one means of drill in articulation and pronunciation; (3.) as discipline in attention; (4.) last and not least, as a means of teaching spelling.

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## 5 EXAMINATIONS AND PROMOTIONS.

[From the forthcoming annual report of E. E. White, Superintendent of the Cincinnati schools.]

The successive annual reports of this department for twenty years or more contain evidence that the so-called “examination system” has been one of the most serious evils that have beset the supervision of the Cincinnati schools. Successive superintendents have each tried to lessen the evils of the system and especially to free the instruction of the schools from its narrowing and mechanical influence, and yet, in spite of their praise-worthy efforts, the system increasingly permeated and possessed the schools. This attempt to relieve the situation

by freeing certain branches from the prescribed examinations only served to intensify the pressure on the "percented branches."

My immediate predecessor made commendable efforts to relieve the schools from "the terrible pressure of the percentage system" (to quote his words), but his final report shows that he had misgivings respecting the outcome of his most hopeful measures, and he strongly hints that the adoption of a more radical treatment might be necessary. He adds this emphatic protest and appeal :

"I am most decidedly opposed to that cramming and driving for percents, and to the narrow rut routine method of teaching which frequent percented examinations necessarily impose on the schools. I therefore appeal to the Board of Education not to require any more percented examinations than there are now."

In considering, from a wider survey, the evils resulting from stated written examinations when used to determine the promotion and classification of pupils and to compare schools and teachers, I once used these words :\*

"They have perverted the best efforts of teachers, and narrowed and grooved their instruction ; they have occasioned and made well-nigh imperative the use of mechanical and rote methods of teaching ; they have occasioned cramming and the most vicious habits of study ; they have caused much of the overpressure charged upon the schools, some of which is real ; they have tempted both teachers and pupils to dishonesty ; and, last but not least, they have permitted a mechanical method of school supervision.

"It is not asserted that these results, especially in the degree here indicated, have universally attended the adoption of the "examination system." These tendencies have been more or less effectively resisted by superintendents and teachers, and they have been measurably offset, in some instances, by other measures, as the considering of the recitation record of pupils ; but the testimony of educators, competent to speak, confirms the writer's experience and observation, and inside facts show that the above indictment of the system, when used for the purposes named, is substantially true. In the very nature of things the coming examination with such consequences must largely determine the character of the prior teaching and study. Few teachers can resist such an influence, and, in spite of it, teach according to their better knowledge and judgment. They can not feel free, if they would. The coming ordeal fetters them more or less, whatever may be their resolutions, and many teachers submit to it without resistance ; and this is sometimes true of teachers who have been specially trained in normal schools, and are conscious of the power to do much better work. They shut their eyes to the needs of the pupil and put their strength into what will 'count' in the examination."

On visiting the schools, I found on every hand these unfavorable influences of the system, and all efforts to secure the adoption of more natural and rational methods of teaching ran directly against this ex-

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\*Elements of Pedagogy, page 199.

amination wall. I soon became convinced that no satisfactory change in school instruction could be effected while this hindrance was in the way, and the only remedy that promised relief was a radical one—the *disuse of stated written examinations to determine the fitness of pupils for promotion*. But this involved the devising of another method as a substitute, one that would afford relief and, at the same time, secure that degree of uniformity of attainment essential to the proper classification of pupils. The disposition to make a change was enhanced by the discovered fact that the examination system was failing to secure this result—the one specially sought to be attained by it. It was found on inquiry that the lower third of the pupils admitted to the High Schools in September, 1886, were in attainment more than a year below the pupils in the upper third of the class, and a like difference in attainments was found in the classes in the intermediate schools. The very thing that the “percented examinations” were failing to secure, was needed uniformity of attainment. X

A careful consideration of the experience of other cities and the conditions of school administration in Cincinnati resulted in the adoption of the plan of promoting pupils embodied in the regulations appended to the course of study in this report. It will be seen that the plan provides for the promotion of pupils on the judgment of teachers approved by the principals, but not on a single judgment formed at the end of the year. Estimates of the pupils’ fidelity and success in school work are made and recorded *monthly*, and these monthly estimates are averaged twice a year—in February and in June. The pupils’ standing in each branch at the close of the year is the average of ten separate recorded judgments. These monthly estimates are made without the daily marking of recitations (to which, especially in elementary schools, there are serious objections) and without the use of monthly or other stated examinations. The test, oral and written, is made an element of teaching.

It was first thought best to require weekly estimates, but it was seen that this would involve too much labor with no compensating advantage. It is a question whether the recording of estimates as often as once a month is necessary to secure practical accuracy in the yearly average. There are, however, other considerations that favor the recording of estimates as often as once a month.

The plan when matured was adopted by the Board of Education by a unanimous vote. This was followed by the devising of convenient forms for the monthly record and for reports to parents—forms that reduced the labor of keeping the record to a minimum—and the new system went into effect February last, but not, it is proper to add,

without misgivings on the part of a considerable number of teachers and principals. There was, however, much less criticism than was anticipated, and, in the trial of the plan, the teachers, as a body, manifested an admirable spirit. Many had full confidence in its success from the first, and the less hopeful soon found that its difficulties were not as serious as they had anticipated. Teachers who at first felt that they never could determine a pupil's standing without a written examination or the daily marking of his work, slowly acquired confidence, both in their estimates and in their ability to make them. In due time, five monthly estimates were successively made and recorded, and, at the close of the year, some twenty-seven thousand pupils were quietly promoted.

It is too early to claim complete success for the new system or to determine its influence on school work. It was only used the last five months of the school year, and necessarily with the disadvantage of being administered by a body of teachers long accustomed to the examination regime and wholly untrained in the new plan. It necessarily took time for all to understand it and come fully into its spirit. There was at first a mixing of the language and the standards of the old system and the new, and, in a few instances, monthly examinations were improperly used to furnish a basis for the estimates. Moreover, the standing of the pupils the first five months of the year had been determined by two written examinations—one in November and one in February—and so the record on which the pupils were promoted included the semi-yearly results of the two systems.

The following facts may, however, be stated as suggestive and interesting, if not conclusive:

1. An examination of the records in the different grades showed that the teachers' estimates the last five months of the year more fairly represented the proficiency of the pupils and their fitness for promotion, than the recorded examination results of the first five months. There was a general concurrence of opinion on this point, and as a result, chief reliance was placed on the estimates in promoting pupils.
2. The reliability of the teachers' estimates was further shown by the examination of non-promoted pupils. Under the rules, if a parent is dissatisfied with the non-promotion of his child, such child's fitness for promotion is, on the application of the parent, to be determined by a written examination, the results being considered as additional evidence. Printed blanks for these applications with full instructions, were sent with the notices of non-promotion, and, in many instances, the teachers advised pupils to try the written examination. As a re-

sult, a considerable number of the non-promoted pupils in the different grades applied for examination. In the A and D grades, whose pupils are promoted by the superintendent, 220 pupils applied for examination—40 in A grade and 180 in D grade. The A grade pupils took the same examination as the pupils from suburban and private schools, who were applicants for admission to the high schools. The questions for the D grade were prepared under my supervision and were fair tests for pupils of this grade; the papers were read and marked by intermediate teachers. *Only one of these pupils reached an average of seventy per cent.*, the former standard of promotion, and a re-examination of the estimates recorded by her teacher showed that a mistake had been made in her non-promotion! A few of the pupils examined reached an average of near sixty per cent., and they stood equally well in the monthly record. On inquiry, it was found that the examinations conducted by the principals bore similar testimony. With few exceptions, all the pupils who applied for examination, failed to pass. It is thus seen that the examinations attested the reliability of the judgment of the teachers, as expressed in their recorded estimates.

3. A comparison of the number of pupils promoted this year with the number promoted in previous years shows the promotion of fewer pupils under the new system than under the old, and this justifies the presumption that fewer unqualified pupils were promoted. It is believed that the pupils in the schools have not been better classified for years, to say the least, than they are the present year.

It seems proper to add that the complete success of the system requires close and intelligent supervision, and it is probable that the schools of no other city are better organized for the administration of such a system than Cincinnati. The principals have each only from 12 to 30 rooms under their supervision, and these as a rule are in one building, and it is their duty to subject pupils as they advance in their studies to such oral and written tests as will be helpful to teachers and pupils. It is thus possible for each principal to make himself so familiar with the proficiency and progress of the pupils in the several classes that he can intelligently revise and approve the estimates of his teachers, and the existence of any considerable degree of carelessness or injustice in making estimates in any school may be accepted as evidence of inadequate oversight. It is true that superficial teachers are likely to mark their pupils too high, but this weakness also shows itself in their marking of examination papers, and the error in either case can only be corrected by intelligent supervision. There is no system of school work that can be efficiently administered by incompetent teachers.

✱ An impression seems to prevail that written examinations have been wholly dispensed with in the Cincinnati schools. This is an error. The written test is no longer made *the basis for the promotion of pupils*, and it no longer occurs at stated times, but it is continued as an element of teaching, where its uses are many and important. It is now distributed throughout the year and comes without previous notice.

There is nothing in the new plan that prevents the superintendent from subjecting the instruction in any branch or in any grade or school to such tests, oral and written, as will in his judgment indicate the success of teachers or suggest and promote needed improvement in methods. It is believed that the use of special tests from time to time, the same being unannounced and unanticipated are much more effective and salutary than a reliance on stated examinations for which pupils may be specially prepared and even "crammed"—to use a word which, as an educational term, ought to be obsolete. Besides, it is not easy to prepare tests that will disclose imperfections in teaching and, at the same time, be a fair basis for promotion. An examination employed as an aid in teaching and study is one thing; an examination regularly instituted to determine the transfer of pupils is a different thing. ✱

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## TEACHING WRITING.

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BY G. BIXLER.

The mathematician declares that mathematics does not receive enough attention by the people; the elocutionist states that voice culture and reading are grossly neglected, and the writer of this article assumes that writing is *not* neglected, but that it is not understood. In nearly all of our public schools enough time is given to the teaching and practice of penmanship so that the scholars might become elegant writers by the time they leave the public schools. The great trouble lies in the fact that the children are taught drawing instead of writing. Is there any difference between drawing and writing? If so, what is the difference?

1. In drawing, the position of the pen or pencil is entirely different from that of writing.
2. The finger movement is used in drawing, while the whole arm, which rests on the muscles in front of the elbow, is used in writing.
3. In writing, the motion is rapid; in drawing, it is slow.

4. While writing, the lines are made almost unconsciously; in drawing, the mind follows every line.

5. In drawing, the artist forces the pen, with a firm grip and a slow steady movement, to follow the direction of the line as indicated; in writing, the lines are made with a rapid sweep.

6. In writing, the skill depends upon the physical control over the muscles of the arm and fingers; in drawing, it depends mainly on the conception of form.

7. The position of the body in writing is nearly erect, while in drawing, it leans considerably forward.

The fact that the best artists are generally poor writers, and the best writers, poor artists, is sufficient proof that there is a great difference between writing and drawing. Investigate, kind reader, and you will find such to be the case with but few exceptions.

I read a very interesting article on writing in the September number of the MONTHLY, written by Mr. Partridge. It contains much good common sense, and I agree with it all except the last part. The gentleman admits that teaching drawing does not help the writing any, and yet before closing he states that pupils can make more progress in writing by devoting one-half their time to drawing. He states that he discovered this by experience. Would Mr. Partridge not better have his pupils devote three-fourths of their time to drawing and one-fourth to writing? Or, upon the same theory, would it not be better for pupils to devote their whole time to drawing in order to make rapid progress in writing?

If your ambition should be to become a good runner, would you not make more progress by devoting half, or the whole of your practice to cradling wheat or chopping wood? If you wish to become a rapid type-writer operator, would you not better devote half of your time to playing ball or something else that is different from the thing you are learning? If you wish to learn any thing, I think you would better learn *it* instead of putting your time to something that is different. If you wish to learn to run, you would better run; if you wish to learn to walk, you would better practice walking; if you wish to learn to draw, you would better practice drawing; if you wish to learn to write, you would better practice writing.

Writing is a delicate physical operation, and a child four years old has not the nerve power to hold a pen correctly, or to use the muscular movement. Now, take a child six or eight years old and you will find still greater difficulty in teaching it the true movement in writing. While a child should practice that which it wishes to learn, yet it should not be expected to practice it until it is strong enough.

It would be absurd to expect a child to handle a plow at the age of six, or to use a watch maker's tools at the same age. It must first practice those things that are easier. A child must crawl before it can walk, and as drawing is easier than writing, it must be content to draw the letters until it becomes eight or ten years of age. But while it is drawing the letters we should speak of it as such, and then when it becomes old enough we should teach it to write. After a child is old enough it should never be allowed to draw a single letter while practicing writing. Speed should be taught from the beginning. A slow motion leads to finger movement and should be discarded at all times.

Position, penholding and movement constitute the foundation of good writing and the child should not neglect these altogether while practicing drawing. It should change its drawing lessons to writing lessons as soon as possible. Nearly all of the time should be devoted to the practice of the elements and principles of the letters as movement exercises. The muscles can be trained for many different exercises that appear nearly alike, and yet when executed it is discovered that the ability to make one well does not give much power in the execution of another that seems nearly the same. I have known penmen who could make from two to five hundred movement exercises with great skill, but when they endeavored to write sentences with ordinary speed their excellence at once disappeared. There are also hundreds of writing teachers who have superior skill when they write slowly, but whose writing would at once become illegible were they to write with the same speed used by lawyers, ministers and business men. When the child is old enough it should be as particular about speed as about position, penholding, movement and form.

*Weoster, Ohio.*

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## THE VILLAGE SCHOOLMASTER.

BY H. L. PECK.

Once upon a time, I spent several days in a village of three or four hundred inhabitants. Having some acquaintance with Mr. Teachout, the principal, I visited the two schools of the village. The principal was serving his twelfth year in the schools, and I was surprised to find that they were without maps, charts, or globes. The nine-foot windows were without shades and the sun glared fiercely in upon the

pupils and their desks. The children whispered some, and the teacher, accidentally or otherwise, said "*at-tact-ed*" instead of attacked. But the pupils were ready in recitation and many really good things were being done. An unusually good "understanding" seemed to exist between Mr. Teachout and his pupils. For some reason the entire school was detained thirty minutes after the usual closing time, but not a frown or impatient gesture did I see from those pupils; and all through those thirty minutes those boys and girls worked as cheerfully and heartily as at any other time in the day. I learned some things outside the school-room among the villagers. The teacher was an active citizen—an important factor in the business, social, and domestic economy of the community. It was his habit to close his school on election day, spring and fall, go to the polls, and work for the man whose election he desired, and that in a town in which the majority was with the political party to which he did not belong. He insisted upon retaining his political rights with other men. He did not interfere in the selection of school directors. One noon his daughter looked in at the sitting room door and said to him, "Mr White wishes to see you." Mr. White was seen, and Mr. T. explained that Mr. W. wished information concerning his pension. "I was a soldier," continued he, "and have been admitted to practice as a pension attorney, and am assisting some of the boys." The next day, the neat cottage of Mrs. Brown, widow of a union soldier and mother of six children, was shown to me. "They were very poor," said my informant; "when Mr. Brown died, not one of her children had ever been in school or Sunday school. He died a few days before Christmas. The Christmas breakfast of the family consisted of potatoes—nothing more—not even salt. Before noon Mr. Teachout had solicited and contributed food and clothing sufficient to make them comfortable and happy for some days. He got the widow a pension, assisted her in selecting and buying her little home, secured employment for the elder children and got the younger into school, and has seven staunch friends under that roof." That evening, Mr. T. and I called at the home of one of his patrons. He found a sick baby there. He at once interested himself in the case, soon seemed to know what ailed baby, told the mother what to do, she did it, and next morning baby was decidedly better; and Mr. T. had taken another turn in the cord that bound the hearts of the people to him. When we reached his home, we found an impatient visitor awaiting his return—impatient, but "holding his jaw." Toothache. Out came a pair of forceps, in ten seconds out came the offending molar, and out went the victim; but out came no quarter for the dentist.

None wanted. And so went his life. In sickness, he was a faithful, efficient nurse, and often a competent physician; in death, he was the tender sympathizing friend who assisted and led in the last sad offices; a general adviser in legal matters, but not a pettifogger, he was in demand whenever a deed, mortgage, or contract was to be executed; everybody's friend, and ever ready to proffer a friend's faithful service. He was a power for good in that village, and as I bumped and thumped out of it in what fifty years ago would have been a stage, I forgave him for saying "at-tact-ed," for I believed he was putting something into the lives and hearts of the children more valuable than any book-learning, and wished that there were more village school-masters who were what he seemed to be.

## CURE FOR INSOMNIA.

MR. EDITOR:—As I do not devote much of my time to the study of numbers, perhaps I should explain why I send for publication a paper on a subject out of my field of work. The explanation is this: A few nights ago I was unable to sleep, and finding the study of mathematics, as a rule, one of the best remedies for insomnia, I turned my attention, on that night, to the right triangle, to see if I could obtain a formula, or rule, to find the different whole numbers that can be given to the three sides; in other words, a rule for finding the different whole numbers that can be substituted for the terms of the formula  $H^2 = B^2 + P^2$ . The results were to me quite a novelty, and far reaching.

1st. I assumed  $H - B = 1$ ; then let  $x = H$  and  $x - 1 = B$ , then  $P^2 = x^2 - (x^2 - 2x + 1) = 2x - 1$ , and (a)  $x = H = \frac{P^2 + 1}{2}$ , also (b)  $B = \frac{P^2 - 1}{2}$ .

From inspection,  $P$  must be an odd number. By substituting the odd numbers successively for  $P$ , I got the following:

	(1)	(2)	(3)	(4)	(5)	(6)
Series (a) $\left\{ \begin{array}{l} P = \\ B = \\ H = \end{array} \right.$	3, 4, 5,	5, 12, 13,	7, 24, 25,	9, 40, 41,	11, 60, 61,	13, 84, 85, &c., &c.

By comparing the  $B$ 's we see they are equal to twice the sum of all the *even* numbers preceding  $P$ , e. g., when  $P$  is 7,  $B = 2 (2 + 4 + 6)$ .

Exercise: Find in whole numbers the base and hypotenuse of a

right triangle whose perpendicular is 17. Solution:  $B = 2(2 + 4 + \dots + 16) = 144$ .  $H = \sqrt{17^2 + 144^2} = 145$ .

2nd. I assumed  $H - B = 2$ . Then  $P^2 = x^2 - (x^2 - 4x + 4) = 4x - 4$ , and (c)  $H = x = \frac{P^2 + 4}{4}$  and (d)  $B = \frac{P^2 - 4}{4}$ , in each of which  $P$  must be an even number.

From these formulae I obtained the following:

	(1)	(2)	(3)	(4)	(5)	(6)
Series (b) $\left\{ \begin{array}{l} P = 4, \\ B = 3, \\ H = 5, \end{array} \right.$	4,	6,	8,	10,	12,	14.
	8,	15,	24,	35,	48.	
	10,	17,	26,	37,	50, &c., &c.,	

In this series,  $B$  = the sum of the odd numbers preceding  $P$ , omitting unity; e. g., when  $12 = P$ ,  $B = (3 + 5 + 7 + \dots + 11) = 35$ ,  $H = 37$ .

Exercise: In a right triangle whose  $P$  is 26, find  $B$  and  $H$  in whole numbers. Solution:  $B = (3 + 5 + \dots + 25) = 168$ , and  $H = 170$ .

3rd. Assuming  $H - B = 3$ , I obtained the following:

	(1)	(2)	(3)	(4)	(5)
Series (c) $\left\{ \begin{array}{l} P = 9, \\ B = 12, \\ H = 15, \end{array} \right.$	9,	15,	21,	27,	33.
	36,	72,	120,	180.	
	39,	75,	123,	183, &c., &c.	

By inspection, we find each term of series (c) three times the corresponding term of series (a). When  $H - B = 4$ , each term of series (d) is *twice* the corresponding term in series (b); and when  $H - B = n$  and  $n$  an odd number, each term of the series will be  $n$  times the corresponding term in series (a). When  $n$  is *even*, each term is  $\frac{n}{2}$  times the corresponding term in series (b).

In equations (a) and (b), let  $P$  be some odd number not divisible by 5, and the last digit in  $P^2$  must be either 1 or 9, and either equation (a) or equation (b) will be a multiple of 5. Again in equations (c) and (d), let  $P$  be some number, not a multiple of 5, and  $P^2$  will end in either 4 or 6, and either  $\frac{P^2 + 4}{4}$  or  $\frac{P^2 - 4}{4}$  will be a multiple of 5; therefore, in the formula  $H^2 = P^2 + B^2$ , one of the terms is a multiple of 5 when all are whole numbers. (I take it for granted that it is known that the square of every *odd* number which is not divisible by 5, will have either 1 or 9 for its last digit, and that the square of any even number not divisible by 5 will have 4 or 6 for its last digit.)

#### RECAPITULATION.

1. Every whole number greater than 2 is the square root of the difference between the squares of some other two numbers.

2. In a right triangle, if  $P$  is an odd number,  $H - B$  is an odd number; if even,  $H - B$  also is an even number.

3. In a right triangle, if  $P$  is an odd number, then  $B = 2 [2 + 4 + 6 + \dots + (P - 1)] (H - B)$ .

4. In a right triangle, if  $P$  is an even number,  $B = [3 + 5 + 7 + \dots + (P - 1) \frac{H - B}{2}]$ .

5. When  $P$ ,  $B$  and  $H$  are whole numbers in the formula  $H^2 = P^2 + B^2$ , then one of the numbers is some multiple of 5.

Now, Mr. Editor, I fell asleep while contemplating these deductions, and perhaps most of your readers will find the reading of this communication a good "recipe for insomnia."

Very truly yours,

*Athens, O.*

D. J. EVANS.

## NOTES AND QUERIES.

### TEACHING A PROFESSION.

I am well pleased with the MONTHLY, especially with the different articles about schools in Germany. These articles will help us to make teaching a profession in this country also, and to have teachers appointed for life. As long as this is not reached teaching can never become a profession.

*East Walnut Hills, O.*

JOS. GREVER.

### FAR AHEAD.

An old Ohio superintendent adds this postscript to a letter just received: "The MONTHLY grows better year by year. For real practical worth it is now far ahead."

### USE OF THE HYPHEN IN COMPOUND WORDS.

The following is the result of a conference on the subject at a meeting of the Barnesville teachers:

1. The hyphen is properly used when a prefix ending with a vowel is united with the same vowel, or where a prefix before a consonant makes a word of similar form with another of a different signification; as, co-operation, re-formation.

2. Words should not be compounded when separate words will convey the signification just as well; and separate simple words

should always be united in one when they are in common use, and when the words themselves are accented as simple words.

3. In conformity to this principle, the number of words originally compounded, or written as two words, which are now commonly written as one, is large and constantly increasing; as, railroad, steamboat, byword, raindrop, nowadays, etc.

4. On the other hand, many words which are now frequently seen compounded, or written as two words, may be found written as one in Spenser, Shakespeare, and other old authors; as, bygone, alehouse, schoolboy, spellbound, downtrodden.

5. When a noun is used as an adjective, a useless compound word should not be made; as, mountain top, Sunday school, supper table, cabbage leaf, minute hand.

6. The following adjectives and nouns as well as many others, are sometimes uselessly compounded; common law, ill health, free will, New York. Also phrases like the following: good by, long looked for, attorney at law, etc. Using hyphens between these words adds nothing to the clearness of the expression.

Q. 2, p. 652.—As there should be co-operation between teacher and parents, surely the parents should know the pupils' standing, and by experience we find it best to report often.

A. L. FOSTER.

Q. 3, p. 652.—R. F. B. asks for the origin of the expression, "Lo! the poor Indian," See Pope's *Essay on Man*, Epistle I, line 99.

G. S. F.

Q. 4, p. 652.—One of eight or ten methods, according to the circumstances, may be used for finding latitude by observations of the fixed stars. One is by knowing the altitude of the star, its right ascension and the corresponding sidereal time.

Athens, O.

WILLIAM HOOVER.

Q. 5, p. 652.—The teaching of book-keeping in the common schools is of doubtful propriety. A few oral lessons to give pupils a knowledge of debtor and creditor and single entry accounts may not be out of place; but there is no propriety in undertaking to make book-keepers of them,—no more than shoemakers or tailors.

B. J.

Q. 6, p. 652.—Let  $x^6$  be the number. Then the square root of  $x^6 = 9$  times the cube root of  $x^6$ , from which  $x = 9$ ;  $x^6 = 531,441$ , the number.

L. R. K.

$(9^2)^3 = 531,441$ , ans.

J. W. C.

Let  $x^3 =$  the integer, then  $x =$  its cube root, and  $\sqrt{x^3} =$  its square root. Then  $\sqrt{x^3} = 9x$ ,  $x^3 = 81x^2$ ,  $x = 81$ , and  $x^3 = 531,441$ , the integer.

THOMAS RINER.

*Mauds, Ohio.*

Same result and a variety of solutions by G. A. Spence, B. F. Finkel, A. D. Foster, A. W. Breyley, Geo. O. Kean, and A. R. Crook.

Q. 7, p. 652.—Let  $x =$  the first, and  $y =$  the second number: then  $x - y = x^3 - y^3 \dots (1)$ , and  $x^2 + y^2 =$  a square .... (2). This is a problem in Diophantine Analysis. (1) gives  $x + y = 1$ . ... (3). Eliminating  $y$  from (2) and (3),  $x^2 + (1-x)^2 =$  a square,  $= [x - \frac{m}{n} (1-x)]^2$ , say ..... (4). Solving (4) for  $x$ ,

$$x = \frac{m^2 - n^2}{m^2 + 2mn - n^2}, \text{ where } m \text{ and } n \text{ may be any numbers making}$$

$x$  a positive proper fraction. Let  $m = 2$ ,  $n = 1$ . Then  $x = \frac{3}{4}$ ,  $y = \frac{1}{4}$ . It is plain that an indefinite number of values of  $x$  and  $y$  may be found.

WILLIAM HOOVER.

*Athens, Ohio.*

To the same effect, G. A. Spence, B. F. Finkel, and J. W. Jones.

Q. 8, p. 652.—Conceive one side to be turned down. Then we have a rectangle whose length is 46 ft. and breadth  $34\frac{1}{2}$  ft., to find its hypotenuse, which equals  $\sqrt{(34\frac{1}{2})^2 + (46)^2} = 57\frac{1}{2}$  ft.

A. D. FOSTER.

Same result by J. W. Jones, B. F. Finkel, L. R. K., Ira C. Locke, G. A. Spence, R. F. Beausay, R. C. Vance, Geo. O. Kean, W. N. White, A. R. Crook, Thomas Riner, F. A. Sikes, Frank Lachat, and Frank E. Quail.

Q. 9, p. 652.—“Hard” and “straight” are adverbs modifying “could throw.”

W. N. W.

Q. 10, p. 652.—“Whir” is an adverb modifying [to] go.

B. F. FINKEL.

“Whir” is an adjective, and relates to wings, being the attribute complement of [to] “go.”

L. R. K.

Q. 11, p. 652.—(2). “Laughing” is a shortened form of predication about “she.” The participle retains its force as such, while acting the part of a coordinating adjective, complement to “came.” The idea is “She was laughing when she came.” “She came laughingly” has a different meaning.

(3). “Parsing” is a verbal noun; as a noun, it is the subject of “is easy;” as a verb, it has the direct object “word.” “Of” should not be used. A word cannot parse.

(5). The correct passive form would be: "Possession of the farm has not been taken."

Objects of prepositions and indirect objects of verbs are often made into subjects of corresponding passive phrases. It is not worth while to try to parse "possession of" separately from "has been taken."

*Berea, O.*

A. M. M.

"*To Speak*" is a root-infinitive with the construction of a noun, obj. of "about." About is the only preposition that takes the root-infinitive as objective. (See Whitney's Grammar, page 214, Sec. 445.) Also Reed & Kel.

(4) "*It*" is a euphonic expletive used as obj. of "trip."

(5) "*Possession*" is a noun, nom. case predicate. (See Harvey's Grammar, page 177, old Ed.)

"*Of*" is an adverbial adjunct, qualifying "has been taken." (For a full discussion of such expressions see Whitney's Grammar, pages 129 and 130.)

A. D. FOSTER.

*Hul's Fork, Ohio.*

#### QUERIES.

1. I would like to have more light on a question asked in the November number with regard to the committee that drafted the U. S. Constitution. Ridpath's History says that the Constitution was written by Gouverneur Morris, but I can find nothing further. Where can I find more about it?

A. W.

*Mount Vernon, O.*

2. What is wrong when a pupil dislikes any particular branch of study? What should be done by the teacher to help?

U. G. G.

3. Can any one give me any information about the Panama Canal? I have heard but little about it since it was started in 1880. When is it likely to be completed?

F. A. S.

4. What effect, if any, would the striking out of silent letters have upon etymological research?

U. G. G.

5. Why are there more volcanoes near the ocean than inland?

F. A. S.

6. "A man has 5 percent stock the market value of which is 78 percent; if he sells it, and takes in exchange 6 percent stock at 4 percent premium, what percent of his annual income does he lose?" There is difference of opinion about this problem.

G. S. F.

*Shreve, Ohio.*

6. A starts from a place and travels east 250 miles, then south-east 250 miles, then northeast 400 miles. How far is he from his starting place. U. G. G.

8. What difference in surface, if any, between a cube whose volume is 13,824 cubic feet and a parallelopiped of same volume whose width is three-fourths its length and thickness half its length. L. W. O.

9. I bought stock at 10 percent discount which I sold at 5 percent premium. After paying a debt of \$33.00, I invested the balance in stock at 2 percent premium, which sold at par left me with \$11.00 less than I paid for the first stock. How much did the first stock cost me. K. B.

10. From A's house to B's is 10 rods, from B's to C's is 11 rods, and from C's to A's is 12 rods. Where must they dig a partnership well so that each of the three will have the same distance to go for water? U. T. C.

11. "If he studies it is when he is alone." State the class of this sentence and analyze it. K. B.

12. What is the difference between a participial adjective and a participle with the construction of an adjective? K. B.

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### THE TEACHER'S OPPORTUNITY.

Every schoolmaster and schoolmistress in the Union may reflect, however humble or secluded be his station, that he has the opportunity of raising his school to an eminence. He may do his part towards elevating the standard of education, and sound a trumpet to the higher institutions to elevate theirs. He may reflect, as he enters the door of his schoolhouse, whether it be in the populous village or on the lonely prairie; whether on the bleak hillside, or under the shade of the grove; whether pitched on a mountain, or sprinkled by the surges of the ocean, that its naked walls may be decorated with simple ornaments, attractive to the eye, favorable to taste and instructive to the mind; the arrangements may be such as to secure healthful postures and exercise, through instruction and necessary variety, well tempered light, and the purest air that heaven affords. It may be the abode of harmony, happiness and improvement. The best of friendships may be formed there; and the path which conducts to it, however stony or winding, may be associated in many a useful mind with recollections of childhood, and the loftiest conceptions of science, of man, and his Creator.—*Timothy Dwight.*

## EDITORIAL DEPARTMENT.

*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

### IN PENNSYLVANIA.

Most of the institutes in Pennsylvania are held in the months of October, November and December. The State provides that all the schools of a county (both in town and country) shall be closed during institute week, and that the teachers shall be paid for the time in attendance, not exceeding two dollars per day. This is not counted in the time of their engagement with their respective boards of education but in addition to it, so that by attending the institute they get pay for an additional week. This secures full and prompt attendance. At a recent session of the Cumberland county institute, held at Carlisle, 244 of the 247 teachers employed in the county were in regular attendance. Dauphin county employs 381 teachers, every one of whom was enrolled in the institute held at Harrisburg the week beginning Oct. 30; and only 12 half-days of absence occurred during the week, all save four of which were satisfactorily accounted for. We are told that the attendance in these two counties is not exceptional, but that it fairly represents the condition of things in all the counties of the State. Such thorough organization and efficient management excite one's admiration. There seems good ground for the claim made by State Superintendent Higbee, at Carlisle, that Pennsylvania has the best institute system in the United States. We wish to say, however, in passing that it is to the credit of Ohio teachers that notwithstanding our go-as-you-please system we have many very excellent institutes, not a whit behind those of Pennsylvania in the character of the work done and the inspiration secured. Indeed, our experience is that Ohio institutes are more active, more responsive, than those of Pennsylvania.

In the account we gave of last year's institute at Harrisburg, we spoke of it as a mass meeting, with a large corps of instructors each of whom appeared but three or four times during the entire week. This year the forenoon sessions were held in four separate sections; viz., high and grammar, intermediate and secondary, primary, and ungraded, with a joint session each afternoon. This brought the instructors in closer contact with the members of the institute and gave an opportunity for more effective work. The corps of regular instructors consisted of Thomas E. Hodges, Principal of the West Virginia Normal School at Huntington, Thomas M. Balliet, superintendent of schools at Reading, Pa., (recently called to the superintendency of schools at

Springfield, Mass.), Samuel A. Baer, Harrisburg, Pa., D. J. Waller, principal State Normal School at Bloomsburg, Pa., John F. McCreary, principal State Normal School at Shippensburg, Pa., and the writer, with State Superintendent Higbee and Deputy J. Q. Stewart as supernumeraries. The following course of evening lectures was attended by immense audiences: "Pluck," by Rev. Geo. W. Miller; "The Silver Crown, or Born a King," by Rev. Russell H. Conwell; "Travels in the Orient," by Hon. Theron P. Keator; "Ireland and Her Orators," by Col. J. P. Sanford.

The regular instructors at the Cumberland county institute were R. M. McNeal, of Steelton, Pa., superintendent of the schools of Dauphin county, J. F. McCreary, Miss Susie Jones and G. M. D. Eckels, of the Shippensburg State Normal School, Samuel A. Baer, of Harrisburg, and the writer, with State Superintendent Higbee and Prof. Beard as supernumeraries. As the institute was not divided into sections, the work for each instructor was very light; indeed, the time was too short for any one to do much effective work. The evening lectures were as follows: "From Acorn to Oak," by Rev. Waldo Messaros, of Philadelphia; "Tribulations of an Office Seeker," by Col. Jacob Kemple, of Wheeling; "The Modern Pagan," by Gen. Geo. A. Sheridan, of Massachusetts; "No," by Dr. James Hedley, of Cleveland. Each lecturer spoke to a very large audience.

Feeling considerable interest in the financial feature of these institutes, we made some inquiries concerning income and expenditures. Each county receives from the State an appropriation of \$200; the teachers pay a small membership fee (75 cents to \$1.00) which entitles them to all the privileges of the institute, evening lectures included; and single and course tickets to the evening lectures are sold to citizens. The financial statement made at the Harrisburg institute, for the year preceding, was as follows:

Resources, including balance from previous year.....	\$952 66
Expenditures, for all purposes.....	759 80

The financial exhibit at the Carlisle institute, also for year preceding, was as follows:

Income, from all sources.....	\$813 97
Expenditures, for all purposes.....	662 59

Nothing in connection with Pennsylvania institutes impresses us more than the interest of the people. Teachers and people are nearer together than they are in Ohio. The meeting of the institute is an occasion of great interest to the entire community in which it is held. The attendance at the daily sessions is not confined to teachers; school directors, clergymen and other citizens attend in considerable numbers. At the evening sessions, the largest assembly rooms are filled to overflowing. It was a fitting remark with which one of the lecturers greeted his audience: "I am glad to see that you are all here."

Directors' day is an important feature in most of the counties. At Harrisburg, the directors met by themselves in the morning and with the teachers in the afternoon. The county superintendent is elected by the school directors of the county in convention assembled. This naturally leads the superintendent to cultivate friendly relations with directors, and tends to secure their interest in the institute. We observed in one county that the directors were

supplied with complimentary tickets to the lecture course, and we presume this is the general practice.

The week before the Dauphin county institute, we visited some of the schools of Harrisburg and Steelton, spending a day in each place.

Harrisburg is rather conservative in school matters. She does not pay large salaries. The superintendent, for example, receives \$1500, while smaller cities in Ohio pay \$2500. She clings tenaciously to old customs, and does very little for display. The sexes, for the most part, are taught in separate schools. There are two high schools, one for each sex. We were specially impressed with the absence of any disposition on the part of the superintendent, Mr. L. O. Foote, to conceal defects and exhibit the best. We felt that we saw the Harrisburg schools just as they are, and we saw much to commend—an earnest and efficient corps of teachers, under the direction of a modest, manly, capable superintendent, doing good honest work.

Steelton people seem rather more progressive. Their main school building is an elegant structure, with all modern appliances, and many of the school-rooms are handsomely decorated. The superintendent, Mr. L. E. McGinnis, has immediate charge of the high school department, and men are employed as teachers in several of the other departments. It is noticeable that Pennsylvania retains more of the masculine element in her teaching force than Ohio does. Excellent work is done in the Steelton schools. Nowhere else have we heard better reading or better language lessons.

We made a short call on Supt. MacAlister, in Philadelphia, and proposed to spend an hour in one of the primary schools, but we were told it would take an hour to reach any school he would care to have us see. Philadelphia moves slowly in school matters. In illustration, we were told that it is only four years since the a b c method of teaching reading was in vogue in the primary schools.

> Carlisle, a town of 8,000 inhabitants, employs no superintendent of schools, the board exercising supervision. The sexes are taught in separate schools. Several men are employed as teachers, and the highest salary paid is \$75 a month. Dickinson college and Metzger female seminary are prominent institutions here. There is also a flourishing Indian school, supported mainly by the national government, under the management of Capt. Pratt, of the regular army. We gave our readers a pretty full account of a visit we made to this school a year ago. The school is well managed and is doing a wonderful work in educating and civilizing these children of the forest. We took dinner one day at the school, with an old-time friend, Rev. Dr. James Brown, and saw nearly six hundred young Indians of both sexes, ranging in age from eight or nine to twenty or more years, at dinner together. We never saw a better behaved company of young people. When all were seated, they bowed their heads and gave thanks in song in low, soft voice, one of their own number at the head of each table helped the plates, and all partook after the approved fashion of "good society."

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"Self-seeking is self-losing." "He that would save his life shall lose it." This is not the dictum of a morbid religionist. It is a fixed principle—a law of nature. The teacher whose great end in all he does is his own advancement is not a true teacher; nor can he gain the end he seeks.

## SOCIAL STATUS OF THE TEACHER.

"How much should the social status of a teacher affect our judgment of her ability?" This question was sent to me from one of the smaller cities of our State with the request that I should discuss it in the MONTHLY. Knowing nothing of the circumstances which caused the question to be sent, I discuss it with an unbiased mind and fearlessly, as I should most probably do under any circumstances. And after having given my opinion upon the influence that one's social position should have upon her election to the office of a teacher and her retention in the schools, I shall state some other things that have no right in deciding the most important question connected with education, who shall teach the children? If by "social status" is meant the standing one has by birth, it should not in any way determine our judgment of a teacher's ability. And here I wish to be understood distinctly. As a young woman should not be selected simply on the ground that she belongs to a good family, on the other hand, she should not be rejected on that ground. If her family is one that is "*good*" in the sense that education and refinement have done much for several generations to improve the original stock, and, if in addition to her culture, she has that good sense and perfect courtesy which enables her to treat the child of the humblest origin with the same regard that is shown to any pupil in her school, and to associate with fellow teachers in all good movements with no evidence of any feeling of superiority, she is almost an invaluable acquisition to the public schools. But this does not in any way exclude worthy daughters of any honest workman, nor the daughter of the humblest widow who has denied herself in many ways that "her daughter might be educated so that she could teach school." I have myself worked to secure positions for such girls, when after watching them through a high school course, I believed that in addition to having gone through a thorough course of study adapted to their years, they had acquired a sufficient knowledge of the points of good manners which every teacher should teach her pupils by precept and example, and had grown in character so that they would work towards the most effective moral culture. When such young girls are in the schools as teachers, they should have the kindest possible treatment from superintendents, principals, and teachers who are of such standing that to be known as their friend will help towards the social and intellectual recognition of the younger teachers.

I want to say that from a wide observation I can testify that I have rarely ever seen lady teachers of high social standing lacking in kindness towards teachers from the humbler walks of life who met the good will in anything of the same spirit in which it was shown. From financial losses and from the change in public opinion in regard to a woman's supporting herself, there are many women teaching in our schools who would grace any position in society,—if it were worth filling with grace. I cannot say that as a rule superintendents or boards of education discriminate in favor of these ladies. In the majority of cases, I think they mean to be fair and honest both in the first appointment and in the re-election of teachers. But when they make mistakes, they seem to me to err from other causes. The "bread-and-butter" question has no right to come in when a teacher is to be elected unless she is in every sense the best applicant for a position. I have said more than once before, but I repeat it as

a part of my creed, "The schools are not made to support teachers but to educate children." Under every circumstance do I think it the imperative duty of the board to select the *best* teacher irrespective of her financial or her social condition, her church or her political party, or even her *relations*. Before leaving the question of social position, I want to speak of the wide difference between the true and the pretended lady in our profession. I have been so happy as to have met a greater number of the former than of the latter, but I have met both classes. The former recognizes that while she has perfect freedom of choice in the selection of intimate friends, she yet owes a certain courtesy towards all her sister teachers. This debt is not lessened by the fact that she holds a position in the higher grades of the schools.

I shall never be able to forget the disagreeable impression made upon me when at one time I mentioned before a teacher, who lived at a distance, but had been teaching several years in a place of about ten thousand inhabitants, a certain worthy teacher—an impression made by an affected manner of saying, "Miss E., who's Miss E? Ah! I believe I have seen some such stout *pusson* at the teachers' meeting." My immediate conclusion was that there was an uncertainty about the lady's own position at home which made her uncomfortably particular when abroad. I think that superintendents, as a rule, are not apt to discriminate in favor of ladies in social standing; that sometimes,—though not often,—they allow themselves to be led to advance a teacher who has not yet proved herself worthy of advancement, if her relatives belong to what is termed the working class; if she, in addition to a certain deferential manner that she possesses, has a father or brothers of influence in the class of society to which she belongs. If the question sent to me meant to ask if our judgment of a teacher's ability should be affected by the fact that she is what is known as a "society girl," I would answer that it could scarcely help it. I have never known any one who was fond of general society, and who yielded to its attractions, to make a good teacher. Social dissipation is always followed by weariness. A teacher must be at her best physically to be intellectually and morally at her best. Besides I know no more fruitful source of dislike to teaching than trying to serve school and fashionable society. No one of my readers will be so foolish as to misunderstand me and claim that I would cut a teacher off from all social enjoyment. I have too frequently spoken of the advantages to be gained from its best forms to speak against moderate indulgence in its pleasures. But if the position of a teacher in society should have no influence in determining her position in the schools, neither should her politics nor her church relations. It is reasonable to suppose that as a woman has not a vote, she does not often solicit a position nor expect to retain one on the ground that she has been born a Democrat or is a Republican. The question of politics is utterly foreign to the worth of a teacher, and we are glad that in the main—particularly in the smaller cities,—it has had little to do with the election of lady teachers.

We regret to say that in many cases boards of education (much more frequently than superintendents) have been partial to teachers belonging to that church which had the largest representation on the board. I have been told by superintendents in different parts of our State that they were powerless to get rid of inefficient teachers because they belong to a certain church. Intelligent, honest men on boards of education have also told me that brother mem-

bers would work for sisters in the church without regarding any other facts than that the applicants were "good women and wanted schools."

I have answered this question at some length, not only because I like to treat with consideration all questions that are sent to me by teachers, but because I believe that part of a teachers' business is to educate the public towards the proper judgment of what constitutes a true teacher. This is to be done not merely by exemplifying our ideal, but by expressing not obtrusively yet clearly and firmly our opinions on questions relating to our profession.

MARGARET W. SUTHERLAND.

### HEREDITY IN EDUCATION.

The "terrible law of heredity" maintains its sway but not in defiance of other laws. The curve of our being is the resultant, not of one but of many forces.

In a recent journey through the country my young companion said, "There come two hard cracklins." Two young men were approaching, the one carrying a gun, the other leading a dog; both were slouching along with a gait that betokened physical as well as moral shiftlessness. I asked my companion to tell me their names. How strangely familiar they sounded. Had I been asked twenty-five years ago to name two of the most worthless characters in all that community, my answer would have been the same as that now given to me. Could it be that these two men had preserved their youth while time had left such traces on the rest of us? No, a vicious life had borne its fruit, but each vicious father had left a worthy representative in his son, "a chip of the old block."

Such examples might give us hopeless views of life and make us think our labor in vain, were there no other side to the picture.

Two intemperate fathers in this same community died in early manhood, and each left a little son to the care of a widowed mother. Neither of these boys knew aught of a father's training, yet each, as he grew older, gave painful evidence of inherited tendencies. There were sad falls and for a time the case seemed hopeless. At length a mother's prayers, a mother's tears, higher, deeper, superhuman influences wrought upon them and both have been snatched from the yawning gulf, and after many stumblings they have for years stood firmly on the rock. We do not ignore the existence of inherited tendencies to good or evil when we labor for the moral and spiritual advancement of the race. We recognize in it a force sometimes opposing, sometimes aiding our efforts, but we also see in it a conservation of energy which may re-appear when the toiler has gone to rest. If the combined effort of many teachers has lifted a people to a higher plane of thinking and living, it may be truly said to that people, "The promise is unto you and to your children." If then, that "terrible law" seems to impede our progress, we have this consolation, that where we lift a race to a higher life we are setting in motion a great balance wheel which will not retard, but rather accelerate the upward movement.

M. R. A.

## UTILIZE THE LOCAL PAPERS.

For three or four years past, the local newspapers of Barnesville, Belmont County, have given space each week to "School Notes." The "Notes" are prepared by the superintendent usually, and consist of brief statements of facts of interest to the patrons of the schools; enrollment, tardiness, truancy, names of pupils who have done especially meritorious work, specimens of language and composition work, names of visitors to the schools, accounts of work done in teachers' meetings, &c., &c. No department of the papers is more generally read than the "School Notes." The leading papers of Bellaire also pursue the same plan, publishing "School Notes" weekly, which give the patrons of the schools a large amount of information in regard to the work of the schools and the purposes of the superintendent and teachers. The *Shreve News* also keeps up a similar department. Not one paper in fifty in the State but would gladly give space to "School Notes" prepared by the superintendent of the schools of the town or city in which the paper is published. Why should not superintendents avail themselves of this easy and efficient method of putting themselves in weekly communication with their patrons? Let the notes communicate matters which patrons wish to know, and they will be read—and it will not be at all difficult for a superintendent to sandwich in things which he wishes them to know. Notes should not run largely to "100 per cents." That method of deceiving and flattering parents and advertising a superintendent or teacher is becoming stale. In the language of a recent editorial in the *Journal of Education*, "Use the local paper, but *never for self-advancement*. Never ask or desire the printing of a thing to please or profit yourself."

H. L. P.

## EDUCATIONAL INTELLIGENCE.

—The annual meeting of school examiners was held at Columbus, Dec. 28 and 29.

—An "Educational Round Table" will be spread at Warren, Friday evening and Saturday, January 13 and 14, 1888. We believe the guests have been invited and the caterers engaged.

—A meeting of the Highland County teachers' association was held at Rainsboro, Dec. 17. The names on the program are R. B. Barrett, W. A. Rodgers, Samuel Major and N. H. Chaney.

—The Richland County institute was held at Mansfield for four days beginning Dec. 27, with E. A. Jones, of Massillon, Miss M. W. Sutherland, of Mansfield, and Miss Nellie Moore, of Defiance, as instructors.

—The nineteenth annual session of the Northwestern Ohio Teachers' Association was held at Fostoria, Dec. 26—28, 1887. A very full and strong program was provided. We hope to receive a report for our next issue.

—The schools of Cambridge, Ohio, under the superintendence of O. T. Corson, had an enrollment for the month of November of 841 pupils, with an average daily attendance of 97.4 percent and only 14 cases of tardiness.

—The Piqua High School has a very successful literary organization known as the Photozetic Society. It has been in operation since 1879, and has steadily grown in interest. A marked feature of its public entertainment given on the evening of December 2d was a debate on woman suffrage.

—The Bath Township (Summit county) Board of Education has waked up. A course of study for all the schools of the township has been adopted, and a resolution in favor of township supervision passed without a dissenting voice. The teachers and the board are working together and the good work goes on.

—The Columbiana County institute was held at Hanover during the week beginning Oct. 24. The instructors were G. W. Henry, of Leetonia; M. Manly, of Galion; C. C. Miller, of Ottawa; Miss Mary Sinclair, of Leetonia, and E. H. Stanley, of Mount Union College. There was a fair attendance and a good interest.

—Referring to sundry newspaper paragraphs, stating that a new edition of Webster's Unabridged Dictionary, revised by President Porter of Yale College and a corps of assistants, is about to be published, the publishers, Messrs. G. & C. Merriam & Co., announce that they will publish no revised edition of the Unabridged for some years.

—A meeting of the Trumbull County teachers' association was held at Warren, on Saturday, Dec. 10. The exercises consisted of an inaugural address by the president elect, W. N. Wight, of Niles, "The Progress of Civilization and Liberty," by Miss Lillian Works, of Cortland, and "The Responsibility of the Teacher," by A. A. Prentice of Mineral Ridge.

—A very successful meeting of the Summit County teachers' association was held at Akron, Dec. 17. The following program was carried out: "Combining History with Geography," by F. M. Plank; "Are We the Architects of our own Fortunes?" by C. M. Knight; "Has the Time Come to Dispense with the Rod in the Governing of a School?" by F. E. Miller; "First Schools of Summit County," by J. J. Bogers; "Savonarola," by Rev. E. K. Young, D. D. Music and recitations were interspersed.

—The second quarterly meeting of the Hancock county teachers' association was held at Rawson, Dec. 3. E. M. Mills set forth "Some Things not generally Known in Arithmetic," Miss Almada Sheldon presented the subject of Primary and Intermediate Geography, D. D. Dukes discussed the Verb, and C. W. Dickey told how to teach Compound Denominate Numbers. At the evening session, M. V. Smith read a paper on "Psychology for Teachers," and J. W. Zeller delivered an address on "The Needs of Our Country Schools." Our informant says the meeting was a "decided success."

—Under an act of the last Legislature of Pennsylvania, Governor Beaver of that state has appointed an industrial education commission, consisting of five prominent citizens, to make inquiry and report concerning the progress of industrial education in this and other countries with a view to future legislation on the subject. Supt. Luckey, of Pittsburg, is a member of the commission. A meeting for organization was held at Harrisburg recently, and the work has been undertaken. The act under which this appointment has been made gives the commission large discretion, and important results may be expected.

—S. E. O. T. A.—The annual meeting of the South Eastern Ohio Teachers' Association was held at Logan, November 25 and 26. Hon. S. H. Bright delivered an address of welcome to which Prof. Eli Dunkle responded. An inaugural address was delivered by the President, F. S. Coultrap, of Nelsonville. At the evening session, an address was delivered by Hon. John Eaton, of Marietta. The remainder of the program was as follows: Paper—"Practical Education," Miss Ella Moore, Nelsonville, Ohio; Address—"Intelligent Citizenship," President C. W. Super, Ph. D., Athens, O.; Paper—"Natural Methods in Teaching," Miss Lillian E. Michael, Athens, O.; Paper—"Punishments," Supt. J. J. Allison, Gallipolis, Ohio; Paper—"The Natural Sciences," Miss Mary E. Lyon, Pomeroy, Ohio.

—The executive committee of the National Educational Association met at Lawrence, Kansas, November 11. The next meeting of the Association will be held at San Francisco, July 17—20, 1888. The railroads will sell tickets at one fare for the round trip.

The following topics have been selected for the general sessions of the Association, subject to possible modifications:

- I. Literature in the reading courses of the public schools.
- II. How can our schools best prepare law-reverencing and law-abiding citizens.
- III. Current criticism of our school system, and what answer.
- IV. "Practical" education.
- V. The relation of the state to school books and appliances.
- VI. What is needed in our educational system to secure respect for common labor or wage-working.
- VII. Spelling reform.

—The regular bi-monthly meeting of the Scioto County teachers was held at Lucasville, Dec. 10. F. L. Sikes was elected president and W. S. Lanthorn, secretary. The secretary was instructed to send a copy of the minutes to the OHIO EDUCATIONAL MONTHLY for publication. Miss Fannie E. Crawford read a paper on "Builders and Breakers," which was discussed by Mr. Andrews, F. Mooney, W. S. Lanthorn, A. Grady and C. M. Smith. George M. Osborn delivered a lecture on "The Progress of the Schools." The discussion of Mr. Osborn's speech was participated in by W. S. Lanthorn, F. L. Sikes, A. Grady, and W. H. Wallace. J. W. McIntire then read a paper on "Ungovernable Schools," which was discussed by F. Mooney, Mr. Andrews and W. H. Wallace. W. S. Lanthorn gave a talk on "Arithmetic," which was discussed by G. M. Osborn, Mr. Andrews, A. Grady and W. H. Wallace. Mr. Andrews then read a paper on "Teachers' Examinations." This paper was discussed by Geo. M. Osborn, A. Grady, C. M. Smith, and W. H. Wallace. Meeting adjourned to meet at Sciotoville, Ohio, Feb. 11, 1888. W. S. L.

—The seventh joint convention of Ohio and Indiana city Superintendents was held at Union City, Ind., Dec. 15, 16 and 17. The following list of topics for "round table talks" was suggested by the committee:

1. How may the Superintendent control the selection of his teachers?
2. Best plans for development and general culture of teachers.
3. How may teachers be made self-reliant in government?
4. Is compulsory attendance feasible?

5. What shall be done with "backward" pupils?
6. Would an ungraded department be expedient?
7. How shall examinations be conducted?
8. Basis and methods of promotion.
9. To what extent, if any, should pupils have options in studies?
10. Can our courses of study be given sufficient flexibility to meet individual wants?
11. Is there a satisfactory substitute for Latin study?
12. Best methods of teaching spelling.

—The Michigan State Teachers' Association held its thirty-seventh annual meeting at Lansing, Dec. 27-29. The following are the leading features of the program as announced:

The annual address on Wednesday evening, by the Hon. E. E. White, LL. D., Supt. of the Cincinnati schools. Subject:—"Universal Education the Duty of the Hour."

A lecture by Miss M. H. Ross, of Chicago, on "The New Education an Outgrowth of the Old."

A paper on "Industrial Education," by the Hon. C. A. Gower, Supt. of the Reform School.

"The Teacher in Society," by Supt. J. N. McCall, of Ithaca.

"Reading," by Prof. Charles Carlisle, of Ionia.

"Should the Study of Mind have a larger place in our High Schools," by the Hon. Geo. F. Mosher, President of Hillsdale College.

A report on "The Township Unit in our Educational System," by the Hon. H. R. Gass, Chairman of the Committee on Legislation, also a report of the State Reading Circle by Miss Mary E. Tilton, the Secretary.

—The Miami County teachers' association held a very interesting meeting at Tippecanoe City, Nov. 19, 1887, with the following program: "What place should Reading occupy in Public Schools?" by Supt. C. L. Van Cleve; "What Work should be Required of Teachers out of School Hours?" by Miss Cordelia Kyle; "General Exercises in Country Schools," by W. T. S. O'Hara; "Possibilities of the Township System," by Supt. R. F. Bennett; "How to Awaken Interest in U. S. History," by Supt. C. W. Bennett. These topics were discussed by Supt. J. T. Bartiness, Dr. Van S. Deaton, Supt. A. T. Moore, R. W. Himes, J. W. Widney and others.

The greatest interest centered in the discussion of the "Possibilities of the Township System."

The course of study for country schools prepared at the summer institute has been adopted by nine township school boards out of the twelve; and the results so far, in all these townships, present a hopeful outlook. Township boards are to be commended for the interest they have shown in their effort to advance the work of country schools in Miami county. The next meeting will be held at Covington, Saturday, Jan. 14, 1888. C. W. B.

—The Highland County Teachers' Association met Saturday, Dec. 17, at Rainsboro, the place of the boyhood days of Gov. Foraker.

After prayer by Rev. Wells, and music by the choir, President R. B. Barrett read his inaugural address, in which he, like President Cleveland, touched

mainly upon one subject, not, however, that of "Tariff" but of "Township Supervision." Mr. Barrett had a very strong paper.

After being royally entertained by the citizens of Rainsboro we again assembled to listen to excellent papers by W. A. Rogers, of Samantha, and Supt. Samuel Major, of Hillsboro. Supt. Major made very transparent the glitter and glamour of the vain title "Prof.," so unfittingly employed by slight of hand performers and tight rope walkers. D. S. Ferguson of Leesburg, schools moved to chop off "Prof." from Highland County teachers' names, and E. G. Smith, Principal of Hillsboro High School, moved to amend by imposing a fine of 50 cents upon every teacher found guilty of conferring or wearing such a title.

All-in-all the meeting was a very pleasant one, and after a vote of thanks to the citizens of the town we adjourned to meet at Samantha in January.

E. E. R.

—The following voice from the school-room comes to us from Meigs county. We are glad to hear the children cry out for better things in the country schools:

We, the teacher and pupils of sub district No. 13, Salisbury township, near Pomeroy, O., having read the articles in the OHIO EDUCATIONAL MONTHLY for December, on the reorganization of township schools, do hereby testify our hearty approval of the sentiments contained therein, and declare ourselves anxious and ready to co-operate in all measures leading to the remodeling of the present country school system.

We ask, for our greater advancement and encouragement in pursuit of knowledge, that we be allowed the same advantages and aids as those given the more fortunate pupils of town and city.

Under our present system there is little incentive to study, for no limit is assigned us; we grope along darkly and cannot look forward to completion in one grade and the consequent pleasure and satisfaction of stepping to a higher one.

We speak of the *country school system*, but that is a misnomer—confusion is its name! Therefore we beg that we be given *graded* schools, with a worthy superintendent and efficient teachers to conduct them.

MRS. CORNELIA R. LIGGETTE,

Teacher.

Pupils:—Maud Arnold, Virgie Williamson, Jennie Landers, Lenora Jay, Matie Arnold, Edith Russell, Callie Rither, Elda M. Stivesson, Willie S. Jackson, John Landers, Charley Jay, Berta Williamson, Clara Hamon, Emma Rither, Maud Bibbs, Fletcher Landers, Sidney Jarrett, Eddie Jarrett, James Brown, Thomas Bibbs, Neil Nicolls.

—The annual meeting of the Eastern Ohio Teachers' Association was held at Steubenville, Nov. 25 and 26. At 2 P. M., the president not having yet made his appearance, Miss Leslie, of Steubenville, took the chair, and John F. Oliver, Pres. of the Steubenville Board of Education, delivered an address of welcome. He emphasized the fact that the public schools are the hope of our government. E. B. Thomas, of Clarington, responded on behalf of the teachers.

The President, Supt. W. H. Ray, of New Philadelphia, now entered the room, took the chair, and read an inaugural full of good sense. His principal

theme was *Language as an Art*. The secretary being absent, Thomas, of Clarington, was elected to fill the vacancy.

A paper on *The Utility of English Grammar* was then read by Supt. L. H. Watters, of St. Clairsville. Points: The English verb does not generally agree with its subject in person and number. The Potential mode is more than a potential mode. There is but one extraordinary case form, the possessive. It is time to have an English Grammar and break away from unmeaning definitions. Analysis and diagrams are beneficial; parsing, not Language should be taught, as a habit. The paper was freely discussed, Duncan, of Bridgeport, opening. Some of the above statements proved apples of discord, and pedagogs, instead of goddesses, contended for opinions.

The afternoon program was closed with an excellent paper by Prof. M. R. Andrews, of Marietta:—*Unconscious Impressions*. The teacher should have a care about the impression he leaves upon the child's mind.

The evening session commenced at 7 P. M. The President announced the following committees: Place—Chas. Hauptert, A. C. Bagnall, O. T. Corson, James Duncan, A. M. Rowe; Officers—J. M. Yarnell, L. H. Watters, H. N. Mertz, Lizzie Skinner, Miss Dungan; Resolutions—B. T. Jones, Mr. Bigger, C. S. Richardson, Miss Stewart, Miss Wall.

Prof. J. P. Gordy, of Ohio University, delivered a lecture on the question "*Why should we study Pedagogy?*" Points:—The mind must be understood before it can be trained. A symmetrical education should be the product of teaching. <sup>But</sup> He, ignorant of the properties of the mind, will neglect *this*, and give more than due attention to *that*.

After the lecture the audience was invited to another part of the building, where a bounteous lunch was served, and the home teachers entertained the visitors handsomely.

At the morning session the committees reported as follows: Place—Newcomerstown; Officers—Pres., B. T. Jones, Bellaire; Vice Pres., H. N. Mertz, Steubenville, Miss Lida Underhill, Cambridge, E. B. Thomas, Clarington; Sec.—C. S. Richardson, Barnesville; Treas.—J. E. McKean, Navarre; Executive Committee—A. C. Bagnall, Newcomerstown, Miss Rebecca Stewart, Coshocton, Chas. Hauptert, Dennison.

Miss Ada V. Johnson, of Coshocton, now addressed the association on The Work of the Ohio Teachers' Reading Circle. Miss Annie Gilmore, of Steubenville, opened the discussion, which was a lively one. General dissatisfaction with the management of the O. T. R. C. was expressed.

Supt. O. T. Corson closed the program with a paper on *What do we Owe Our Pupils?* Points:—The teacher should have a knowledge of his duty. The Teacher's ranks should be clear of hypocrites. Pupils have rights. The teacher should respect the opinions of pupils. Study is necessary. Pupils should be taught industry. Too much is undertaken by many teachers. Be thorough. Discipline is necessary. Children should be taught to respect law. Example is powerful. Not moral teaching, but right living. It is as grand a thing to be a good farmer as to be president. The successful farmer needs an education as well as the president. The paper was freely discussed, Supt. Surface opening.

A motion was adopted empowering the treasurer to collect funds from superintendents to pay expenses. The Association then adjourned.

W. H. RAY, Pres.

E. BARTON THOMAS, Sec'y.

# PERSONAL.

—W. W. Cline, formerly at Moundville, W. Va., is now in charge of the schools at Hannibal, O.

—Salem papers speak in complimentary terms of Supt. M. E. Hard's work as superintendent of the schools of that place.

—W. S. Jones, of Mechanicstown, has recently been appointed on the board of school examiners for Carroll county, Ohio.

—G. M. Hoke, of Green Spring, has been appointed one of the school examiners for Seneca County—a good appointment.

—Dr. Alston Ellis, of Hamilton, has recently received an elegant gold badge from the Erie County Teachers' Association, in token of the esteem in which he is held in his former field of labor.

—C. C. Miller of Ottawa, has an engagement to give instruction in the Fairfield county institute next August. This is his native county. A prophet is not without honor, *even* in his own county.

—E. E. Rayman is serving his fourth year as superintendent of schools at North Amherst, O. Through his efforts a good school library has been secured, the necessary funds being raised by giving entertainments.

—C. W. Carroll has resigned the superintendency of schools at Chardon to accept the pastorate of a Congregational church at Steubenville. Our best wishes for Brother Carroll are that he may succeed as a pastor as well as he has succeeded as a teacher.

—A young man of good character, good education, and several years' experience in teaching desires a position as teacher in high school or grammar school. He is strongly endorsed by those who know him best. Address the editor of this magazine.

—Superintendent J. W. Knott and Miss Etta Nyman, of Tiffin, Ohio, were married December 21, 1887. After a few days spent in Washington, Philadelphia, and New York, they are "at home" to their friends, at 67 Monroe street, Tiffin. The MONTHLY extends congratulations.

—E. H. Stanley, of Mount Union, was very highly complimented for his work in the Columbiana county institute. Our readers have some opportunity of making his acquaintance, through his excellent articles on "Conditions of Psychical Development," the second of which appears in this number.

—A college and normal school graduate, who holds a life certificate from the Ohio State Board and has had twenty years of experience in teaching and managing schools, desires to make an engagement as teacher, principal, or superintendent. Address, R. M. Boggs, Harrison, Hamilton County, Ohio.

—H. R. Roth, supervisor of the grammar grades of the Cleveland schools, has been discharged with full pay to the end of his engagement. Two lady teachers preferred charges against him of rude, ungentlemanly conduct toward the teachers in presence of their schools. An investigation resulted as above.

—J. N. McCall, a quondam Ohio schoolmaster, now superintendent of schools at Ithaca, Mich., has been invited by the Michigan State Board to read a thesis for a state certificate. As but few such invitations have been sent out, this may properly be viewed as quite an honor, and we are sure it is merited.

## BOOKS.

*The Education of Man.* By Friedrich Froebel. Translated from the German and annotated by W. N. Hailmann, A. M., Superintendent of Public Schools at La Porte, Ind. New York: D. Appleton & Co.

This book may be called an exposition of Froebel's philosophy. In it are set forth the fundamental principles upon which his kindergarten system is based. The author's original plan included several volumes, of which the volume before us is the first. The others were never written, because the author became too much engaged in efforts to exemplify his principles practically against great obstacles. This volume deals with the development of man in infancy and early childhood. Froebel had wonderful power to impart his own spirit to his associates. His writings contain a good deal of the same power. Concerning the first two chapters of this book, Dr. Wm. T. Harris says they "deserve a thorough annual study by every teachers' reading club in the land."

Ginn and Company, Boston, are still adding to their excellent "Classics for Children." The last to make its appearance on our table is Walter Scott's *Rob Roy*. There is an introduction by Miss Yonge, and an extensive glossary at the close. The copious foot-notes will prove helpful to the young reader. It is printed in large type on clear white paper, binding uniform with the rest of the series. It is an excellent service the publishers are doing the young people by bringing within their reach such stores of interesting and excellent reading. The use of such books will tend to beget a taste for reading as well as the ability to read.

*Complete German Manual for High Schools and Colleges.* By Wesley C. Sawyer, Ph. D., author of "A Practical German Grammar." Chicago: John C. Buckbee & Co.

Neither the "Natural Method" nor the "Grammar Method" alone is found to yield satisfactory results in the modern languages. The author of this *Manual* has happily combined the two. The mastery of principles through the understanding and efficiency in the use of the language through practice and drill are made to walk hand in hand, supporting and supplementing each other.

*A New Part-Song and Chorus Book*, for High Schools, Academies, Choral Societies and Families. By Chas. E. Whiting, formerly Teacher of Music in the Boston Public Schools. Boston: D. C. Heath & Co.

This book consists of six departments; viz, Condensed Elementary Course; Vocal exercises; Two-, Three-, and Four-Part Solfeggios; Three- and Four-Part Songs; Anthems and Choruses; and Hymn-Tunes. It contains many original pieces as well as choice selections from the German, English, and American composers.

*Benjamin Franklin as a Man of Letters*, by John Bach McMaster, is the latest issue in the "American Men of Letters" series, from the press of Houghton, Mifflin and Company, Boston. Starting with his christening in the old South Church on a January morning in 1706, the biographer carries us along with unflagging interest until the remains of "Poor Richard" are laid

beside those of his wife in the yard of Christ Church in 1790. It is a fine piece of literary work, presenting the reader with vivid pictures of the great and good man in his character of philosopher and statesman, as well as journalist and author. Besides the character, literary career and public services of Franklin, there are glimpses of other noted characters and of the times in which they lived which intensify the reader's interest and add to his regret at laying down the book.

*Primary Methods.* A complete and methodical presentation of the use of kindergarten material in the work of the primary school, unfolding a systematic course of training in connection with Arithmetic, Geometry, Drawing, and other school studies. By W. M. Hailmann, A. M., Superintendent of Public Schools, La Porte, Ind. A. S. Barnes & Co., New York and Chicago.

This book will meet the growing demand among primary teachers for the adjusting and fitting of kindergarten methods to the primary school. The gifts and occupations of the kindergarten become the systematic "busy work" of the school.

Miss Stickney's *Primer*, published by Ginn & Company, Boston, is a charming book for the little people. It is worthy of its place among the author's "Classics for Children." Our copy has gone to a little six-year-old, bearing on its fly-leaf the inscription, "A birth-day present from Grandpa—Thanksgiving, 1887."

*Graded German Lessons:* Being a practical German Grammar. By William Eysenbach. Revised and largely re-written, with notes to the exercises, reading lessons and vocabularies, by William C. Collar, A. M., Head Master Roxbury Latin School. Ginn and Company, Boston.

This revision of *Eysenbach's German Grammar* was made while carrying two classes in the Roxbury Latin School through the book. The misunderstandings and difficulties of the pupils from day to day served to point out what additions, omissions, and changes were needed. Copious notes to the exercises constitute one prominent feature of the revision, and another is a great increase in the quantity and variety of selections for reading. The general plan of the book seems to be a happy union of the Natural and Grammar methods.

*Washington and His Country* is a recent addition of Ginn and Company (Boston) to their Classics for Children. It is an abridgment of Irving's Life of Washington, with an introduction containing a brief account of discoveries and colonization in America, and a continuation down to the close of the civil war, by John Fiske. It is a very entertaining history of our country—one that young people will read with pleasure, leaving it with an appetite for more.

*A Practical Course in Qualitative Analysis*, for use in High Schools and Colleges. By John W. Simmons, Superintendent of City Schools, Dowagiac, Mich. With additions for Students' Work, by La Roy F. Griffin, Professor of Physical Science, Lake Forest University. Chicago: John C. Buckbee & Co. 1888.

This little book is designed to supplement any of the ordinary text-books

on chemistry, furnishing sufficient material for pretty thorough laboratory practice without requiring a large amount of costly apparatus.

*A Practical Course for the Study of the German Language.* By Rudolph Leonhart, A. M. Published by the author, at Canton, O. Price 50 cents.

Prof. Leonhart has been a life-long teacher of the German language, and out of his large experience he has prepared a book for beginners which is at once eminently practical and reasonably thorough.

*The "How I Was Educated" Papers.* From the Forum Magazine. Paper cover. 30 cents. D. Appleton & Co., New York.

In these papers, Edward E. Hale, Thomas Wentworth Higginson, F. A. P. Barnard, John H. Vincent, William T. Harris, S. C. Bartlett, J. R. Kendrick, Timothy Dwight, E. G. Robinson, James B. Angell, and Andrew D. White, each in his own way, tell the story of their education. Teachers and persons engaged in the work of their own education will find much to entertain and profit.

Harper and Brothers, New York, have issued a new and revised edition of *Hooker's Child's Book of Nature*, in three very neat little volumes, or bound together in one volume. The work is designed to aid mothers and teachers in training children to observe plants, animals and natural phenomena. These books in the hands of the children, under the direction of intelligent mothers, are of more value than all the spelling books in the universe.

*Animal Life in the Sea and on the Land: A Zoology for Young People.* By Sarah Cooper. New York: Harper and Brothers.

Starting with the lower forms of life, as the sponge, the author traces in simple and pleasing style a gradual development up to the highest. The aim is to lead young people to observe and study the animal kingdom, rather than to commit to memory facts stated in a book about animals. Animal structure and adaptation of structure to habits receive special attention. The book is profusely and finely illustrated. It is an excellent book for either school or home use.

*The Science of Education.* Designed as a Text-Book for Teachers. By Francis B. Palmer, Ph. D. Van Antwerp, Bragg & Co., Cincinnati and New York.

This book will be widely read. It strikes out on new lines of thought. It is a book for thinkers, not for dreamers. The author undertakes to ground the art of methods on the science of the process of mental development apart from the science of psychology. He says that to make the science of psychology the basis of the art of methods is like making the science of botany the basis of the art of farming. "The science of psychology is the science of mind in a developed state," but it furnishes no aid in determining the best means and methods of mental development. We have not time to form a final judgment in regard to this book, but we feel safe in advising those of our readers who are in the habit of doing their own thinking to get it and read it.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### TRAINING FOR CITIZENSHIP.

BY CHAS. W. SUPER.

[The substance of an Address delivered before the South-Eastern Ohio Teachers' Association.]

The events of the past few years have demonstrated the importance of two subjects that have hitherto not received much direct attention in our schools: I mean morality and citizenship. The former has begun to attract a good degree of attention; the latter, while in a certain sense a part of it, is in itself not less essential and has for some unaccountable reason been strangely overlooked. Yet the reason is not wholly inexplicable; there seemed to be no need of such instruction. We know better now; though I fear few of us realize the urgency of the demand.

Teachers may well ask themselves whether it is possible to strive for a nobler purpose than to make good citizens of their pupils. Their efforts in this direction will not bring them into conflict with any religious creed or any political party.

No one will deny that patriotism is a prime virtue and that the sincere patriot is to be ranked among the noblest of men. But a man may be sincerely patriotic, if he is ignorantly so, his zeal to benefit his country is quite as likely to lead him to do her harm as good. What

we need, what every country needs, is not so much patriotic citizens as citizens who are both patriotic and enlightened. Many men imagine themselves patriots when they are only partisans. They see very clearly that which they are looking at, but there are other things of equal importance which they do not see, either because they cannot, or because they will not. Just as no man liveth to himself, so no great and abiding principle of good government exists in itself alone. It is the inability to recognize this fact that is so apt to make men partisans, when wider information or less selfishness would make patriots. They desire only the success of their clique or party when they ought to desire the good of the whole country without regard to party.

In attaching the high importance that I do to a proper training for citizenship, I am far from regarding man as a mere political animal, yet I cannot shut my eyes to that patent fact that his chief glory arises out of what I may call his political relations. Archbishop Whately truly says: "The heavens declare the glory of God, and the human body is fearfully and wonderfully made; but man considered not merely as an organized being, but as a rational agent and as a member of society, is perhaps the most wonderfully combined, and to us the most interesting specimen of divine wisdom, that we have any knowledge of." Long before him Bishop Berkeley had said: "Man is an animal formidable both for his passions and his reason; his passions often urging him to great evils, and his reason furnishing him means to achieve them. To train this animal and make him amenable to order, to inure him to a sense of justice and virtue, to withhold him from ill courses by fear and encourage him in his duty by hopes; in short, to fashion and model him for society, hath been the aim of civil and religious institutions; and in all times the endeavor of good and wise men. The aptest method for attaining this end hath always been judged a proper education."

Our age has given up that notion held by many in the last century, that man is by nature good and society corrupts him; that in order to attain the greatest happiness we must seek some sort of an indefinable and never realized state in the past. On the other hand, we cannot shut our eyes to the fact that many of the ills from which we suffer are the outgrowth of our social system. A society in which the social relations are less complex, may in some regards be more conducive to happiness, yet it is equally true that the greater part of those possessions which give the highest value to life are the product of society. It is important then to know how it can be made to yield the largest number of blessings and the smallest number of evils. Our young people occupy a unique position. Their privileges are great, but their

responsibilities are greater. No one can predict what happy social conditions the next generation might enjoy if the present rising generation were educated to a proper understanding of its power and influence. How many of the ills that now afflict society, it is in their power to remove, if they could be led to realize the fact! In mature minds, it is not easy to make a change for the better, while change toward the worse is by no means uncommon, but the influence of a favorable environment upon the minds of the young is almost unlimited, certainly incalculable. Let us consider how rapidly the proper and adequate enlightenment of incoming voters might banish those evils that find more or less support from existing laws. In the older countries of the world children grow up inheriting the opinions and traditions of their parents much more than is the case with us. While there is a good side to this there is a broader bad side. We need but look around to realize how true this is. Customs, opinions, beliefs, habits, are apt to be held by men as a part of themselves, and are adhered to from no other motive when they can not be justified by reason. How often do we hear people excuse an absurd or foolish practice, or even a bad or disagreeable habit, with the remark, "I was raised that way," as if no further justification were needed.

It can not be too often repeated that the most civilized nations of the earth are and always have been those which are most distinguished for their obedience to law. The Romans became great and long maintained their greatness by their obedience to law. Though their laws were often oppressive they were better than those of any other nation of their time. Intelligent citizenship leads to the enactment of wise laws and these in their turn conduce more than anything else to real and permanent social progress. We need to cultivate no sentiment more assiduously in the minds of our citizens than faith in the possibility of a peaceful remedy for every legalized oppression under which they suffer or imagine they suffer. The defeated party in any political contest should feel in duty bound to submit for the time being, but if it has abiding confidence in the justness of its cause, its adherents must feel in honor bound to agitate peacefully and persistently, until the change desired in the body politic has been effected. Truth is mighty and will prevail, and tho' the kingdom of truth cometh not always with observation, I am persuaded that it cometh none the less.

Why do some of the Central and South American States advance so slowly along the line of civilization? Because the defeated party has generally refused to submit peaceably to defeat. For every peaceful revolution there is usually a counter-revolution more or less bloody. The proud Spaniard can not endure the idea of defeat even through a

peaceable election, and so proceeds at once to oust his successful competitor by foul means, without waiting for the time when fair means are likely to accomplish the same end a thousand times better. Under such circumstances the 'ins' have all they can do to maintain themselves against the 'outs' and have neither time nor energy left to be devoted to the good of the whole country. We hear a good deal said and say not a little about the intelligence and public spirit of our people. Much of this is true. But on the other hand a great deal of what we imagine to be intelligence is nothing more than smartness—a kind of mental acumen in one or two directions which enables us to get money without earning it and without knowing how to use it wisely when we have it. We need to recognize that we owe a duty of giving, to the body politic as well as a duty of getting, to ourselves. Are we as patriotic, as self-sacrificing as were our Revolutionary forefathers? Would we be willing to make the sacrifices they made, for a similar cause?

Nearly all the governments of Europe demand the services of their able-bodied citizens for one, two, and even three years. This service is rendered generally without serious complaint and almost without compensation because the general sentiment of the people recognizes its necessity. Fortunately such service is not required of us, but an equally important one is imperatively demanded. Every citizen ought to realize that he owes a part of his time to the State whether he is paid directly for it or not. The improved social conditions under which he will live ought to constitute a sufficient recompense. I do not, of course, maintain that persons elected to fill offices for stated periods and demanding all their time ought to serve without pay. I do maintain that our young people should be thoroughly indoctrinated in the belief that they owe a certain amount of service to the commonwealth for which they should expect no direct compensation. Men and women will serve their church—why not with equal willingness the entire community?

The experience of the last ten years has taught us that free as our government is, and however liberal our laws may be, there is still much discontent among us. To many liberty has no value except as it is a license to do evil. To these same persons freedom is worth nothing if it does not afford the opportunity to plunder a richer neighbor. It has become evident that while dissatisfaction with the existing order of things is to some extent justifiable under all circumstances, social discontent arises quite as frequently under the most favored conditions as under the opposite. Because it is not possible under any system of laws to prevent injustice entirely, we are told by some tha

all government is an evil and that anarchy alone is a fit condition for reasonable men and women.

It is not here contended that a man has no duties except those growing out of his relation to the state. To be a good citizen is a sort of relative goodness which varies with times and countries. It is possible to be a good citizen, that is to observe all laws, and yet not be a good man. In many things the standard of right is fixed by law and is simply the rule of expediency. There is often a higher law which men very properly feel bound to obey, of which the state takes no account, or if it does, it is in the attitude of opposition. But that need not concern us here. Our bad and indifferent citizens are not those who have conceived a high ideal of their personal worth and who feel that the state asks them to do what they cannot conscientiously do.

It is an ugly fact that as a class, those of our citizens who are least concerned about good government, are the most punctual in the performance of their political duties. No, I will not say in performing their duties; it is only in performing acts that have a political significance. The man who is willing to sell his vote never fails to go to the polls, while the man who will not do so is often not found there when he ought to be.

It will perhaps be said that it is not easy to teach civics in the public school without trenching upon the dangerous domain of politics. It may not be altogether easy, but it is I think quite possible. All political parties claim to be seeking the welfare of the country, and I believe they do so honestly. I know of nothing more absurd than the too common practice of charging a political party with deliberately trying to bring ruin upon the country; unless it be to believe it. Our young people should be provided with data, so far as may be, that will enable them to examine the principles and professions of parties, and be taught to use them. Such a judicial habit of mind is valuable in many directions. It is not to a man's credit to have it said of him that he belongs to such and such a party because his father and grandfather did. I know of nothing that is likely to do us more harm than the too common custom of trying to form the political opinions of children before they are old enough to understand the merits of the case. Doubtless there are communities in which it would be prejudicial to teach that certain political questions have more than one side, just as there are some where it is heresy to teach that the earth is round. But do we for that reason say the doctrine should not be taught? A teacher is sometimes more honored by a dismissal than by retention or re-engagement. Every man who has firm convictions and is not afraid to express them will make enemies, no matter what sphere of life he

may be in. But there are circumstances under which a man's enemies are his honors, and, so far forth, place him among earth's wisest and best.

Unfortunately teachers have not always been wholly free from blame in matters of this kind. There should be a firmer *esprit de corps* among them. The public should be made to understand that the place of a teacher, made vacant for political reasons secret or avowed, will long remain vacant, and that no first class or even second class man will consent to become the successor of such an one. There need be no politics in the usual sense of that term in teaching how we are governed. There are furthermore certain general principles underlying all good government and which all parties advocate. So there are various civic duties which every one ought to be taught to perform irrespective of party affiliations. Every pupil who has reached the age of fifteen or sixteen ought to be familiar in a general way with the workings of our government. They will thus be led to see how largely good laws and bad laws, the enforcement of law and the immunity of law-breakers depend upon the will of the individual voter. Tens of thousands of men sell their vote every year, not so much because they are indifferent or reckless as because they are too ignorant to understand the baneful effects of such an act. They know little about the issues between the several parties and often see that in personal character the candidates are about equal; and they can see no reason why the narrowest personal considerations should not decide their vote. I believe that proper instruction upon these points will do more good than all the laws a dozen legislatures can enact.

We need also to impress as deeply as possible upon the minds of our pupils the fact that a public office is a "public trust," and that the men who get it should be the most worthy and not the most eager or most needy. The office-hunting mania is one that threatens serious danger, and it can be cured only by properly enlightening children before they are old enough to be biased by personal considerations.

Is there not something intrinsically absurd in our neglecting to instruct the future citizen in those duties upon the proper and faithful performance of which so much of his future happiness and prosperity can not but depend? And if it is absurd and unwise as a general principle, it is doubly so as regards those schools that are wholly or chiefly supported by the state. Under such a government as France had before the Revolution, or as Russia has to-day, where the citizen has nothing to do with making the laws under which he lives and his children, it makes little difference whether he knows how he is governed or not. Under such a government as ours where the entire political

fabric can be remodeled in a few years by peaceful means, it is indeed important that our voters should know as far as human foresight goes how to make changes wisely. Ever since the establishment of our Republic, attempts have from time to time been made on a larger or smaller scale to subvert the existing form of government. Happily they have been so far without success: but in one case at least the disturbing forces were counteracted only by stupendous efforts and the sacrifice of much blood and treasure. I can not but think if the people of the South had been as enlightened in 1860 as were those of the North, the late terrible rebellion would have had a short career. The mass of the people blinded by ignorance, willingly and fiercely threw themselves into a contest in which, if successful, they would gain nothing, and which, when lost, stripped them of nearly all they had. Ignorance is relative, but more knowledge when matched against less, never fails to win the day.

It is the truth that makes men free, no less under the law than under the Gospel. As population becomes more dense the relations between members of the same civic society become more complex and must of necessity become more clearly defined. A man's actions are more circumscribed in a city than in a town; in a town than in the country; in a thickly peopled country than in one sparsely settled.

When our vacant lands are filled up with settlers, as more and more of our towns grow into cities, there must be more and more restrictions upon conduct within certain limits. We want to keep clearly in mind the fact that such restriction is not necessary oppression, but that it is inherent in the nature of things and therefore inevitable. Self-restraint is better than coercion, and every patriotic citizen rightly instructed will be willing to impose upon himself that degree of self-restraint which he finds necessary in order to do the greatest good for the greatest number.

I know nothing of more importance to impress upon the minds of our young people than the great fact that a part of their time belongs to their country; and that their reward is not to come in the way of direct pecuniary compensation, but in a much larger measure with that social order which will enable them to get all the good out of life that is in it or can be put into it. Is there anything more delightful on this earth than to live in a law-abiding, God-fearing and intelligent community?—Who is there that would choose to live on an island in mid ocean where every prospect pleases and only man is vile, for all the gold of Ophir? We do not all of us sufficiently ponder the fact that our life is largely dependent upon the fellow beings with whom we are surrounded. It requires no small degree of self-denial to properly do

one's duty to the state. We shall have less time to devote to money getting, less for intimate social intercourse, less for study and less for pleasure seeking, but I am persuaded that there are no richer rewards than those which come to a man for the faithful performance of every civic duty, even the humblest.

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## EARLY HISTORY OF ASHTABULA COUNTY.

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BY I. M. CLEMENS.

The history of Ashtabula County, as far as white men are concerned, began about the year 1791. A band of the Seneca Indians, who at that time lived about the lower part of Conneaut Creek, formed part of the Indian force that defeated Gen. St. Clair, Nov. 4, 1791. Edmund Fitz Jerald and another young man whose name is not known were among the prisoners taken from St. Clair.

These two were given to the Senecas as their part of the captives, and were brought by them to their hunting grounds at Conneaut. The young captives were made to run the gauntlet, after which, in a solemn council of the assembled braves, it was decided that one should die and the other be adopted by the tribe.

Fitz Jeralds was the fortunate one. His companion was to die at the stake. When the time came for the execution of the savage decree, the unfortunate man was firmly bound to an oak tree, fagots of dry hickory bark were piled about him, and all was ready to apply the torch. At this point "there appeared upon the scene a young maiden squaw, whose heart was stricken with sympathy and grief, and, like Pocahontas, she earnestly pleaded for the life of the young victim. Her entreaties were heeded, and Fitz Jerald's companion was rescued from a frightful death." The young man became a favorite, and was intrusted with important business for the tribe; but a few years later, being sent to Detroit with furs to exchange for supplies, he improved the opportunity to escape. In 1800 he returned to Conneaut, after the Indians had gone, and related these facts, and even pointed out the tree to which he had been tied. Fitz Jeralds remained a captive, but when the Indians left, about 1794, he must have escaped or been released by them, for he became a citizen of this county and lived here for many years.

These two men, it is believed, were "the first white men that looked upon this region." From certain earth-works and manufactured articles found in this section of our State, it is thought by some that

white men visited "this region" long before the Indians brought these two captives here. These visitors were thought to be La Salle and his company. All this is, however, mere conjecture.

When the surveyors arrived in 1796 they found a man by the name of Halsted living in a log hut which he had built in East Conneaut. He had cleared a small piece of ground and evidently intended to remain here. He was greatly annoyed at the coming of white men to his secluded home, and was not inclined to give any account of himself. All that could be learned of him was that he came from the Old Bay State, and had lived here three or four years. He soon left his cabin and disappeared. Nothing more is known of him, and he is remembered as "the hermit of Conneaut."

In 1796 the Connecticut Land Company sent men to survey the lands they had bought on the Western Reserve. By previous arrangement the party met at Schenectady, New York, from which point they ascended the Mohawk river in four flat-bottomed boats, proceeding by the way of Oswego, Niagara and Buffalo, reaching the Reserve on the 4th of July. The party consisted of fifty-two persons, among whom there were two women and one child. Moses Cleaveland was the agent of the Land Company, Joshua Stow, commissary, and Augustus Porter, principal surveyor. The day of their landing at Conneaut Creek happened to be the twentieth anniversary of American Independence, and this little band, though far from home and civilization, was too patriotic to allow the day to pass without some demonstration of their loyalty to the land whose Independence they had helped to achieve. After christening the place Port Independence, they thanked God for his care of them, fired a national salute from their fowling-pieces, pledged their fidelity to their country, ate, drank and were merry. These were the toasts they drank :

1. The President of the United States.
2. The State of Connecticut.
3. The Connecticut Land Company.
4. May the Port of Independence and the fifty sons and daughters who have entered it this day be successful and prosperous.
5. May these sons and daughters multiply in sixteen years sixteen times fifty.
6. May every person have his bowsprit trimmed and ready to enter every port that opens.

This was undoubtedly the first Fourth of July celebration held on the Western Reserve.

As soon as their festivities were ended, the men proceeded to construct a log house, "large and ungainly," in which to shelter them-

selves and store their supplies. They named it *Stow's Castle*, in honor of the commissary of their company. With the exception of the Hermit's cabin, which was a very rude affair, this is said to be the first building erected by white men upon the soil of the Western Reserve.

The surveyors went to the south line of the Reserve, and after finding the point where the forty-first parallel of north latitude crosses the western boundary of Pennsylvania, meridian lines were run north to the Lake, five miles apart; parallels were also run westward five miles apart, thus dividing the land into townships five miles square.

The Indians were not pleased with this invasion of their hunting grounds. A council was called, the pipe of peace was smoked, speeches were made, presents exchanged, and with the assurance on the part of the surveyors that the Indians should not be molested, an amicable settlement was reached, and the work of the surveyors proceeded without further hindrance. Those not engaged in surveying busied themselves in various ways. Among other things done, six acres of land were cleared and sowed to wheat, from which the next year a good crop was obtained. This was the first wheat raised on the Reserve.

After their work had advanced somewhat, the surveyors found it convenient to remove their headquarters farther west. Moses Cleaveland, with a small party, went to the mouth of the Cuyahoga river, and laid the foundation of what is now the city of Cleveland. Others of the original party followed later, so that by the time winter had fairly set in all had left *Stow's Castle* except the family of Mr. James Kingsbury, who came to Conneaut after the surveyors had come. This was the first white family who passed the winter within the present limits of Ashtabula County. The story of their sufferings during that severe winter is a sad one. "Circumstances rendering it necessary during the fall for Mr. Kingsbury to make a journey to the State of New York, he left his family in expectation of a speedy return, but in his absence he was prostrated with a severe attack of sickness that confined him to his bed till the setting in of winter. As soon as he was able, he began his return, and proceeded as far as Buffalo, where he obtained an Indian guide to conduct him through the wilderness. At Presque Isle, anticipating the wants of his family, he purchased twenty pounds of flour, and continued his journey. In crossing Elk Creek on the ice he disabled his horse, left him in the snow, placed the flour upon his own back and pursued his way, filled with gloomy forebodings as to the condition of his little family. On his arrival, late Christmas evening, his worst apprehensions were more

than realized, in the agonizing scene that met his eyes. Stretched upon a cot lay the partner of his cares, who had followed him through all the dangers and hardships of the wilderness without repining, pale and emaciated, reduced by fierce famine to the last stages in which life can be sustained, and near the mother, on a little pallet, were the remains of his youngest child, born in his absence, and who had just expired from the want of that nourishment which the mother, herself deprived of sustenance, could not supply. Shut up by a gloomy wilderness, far distant from the aid and sympathy of friends, filled with anxiety for an absent husband, suffering from want, destitute of necessary assistance, she was compelled to behold two children expire around her, powerless to help them. Such is the picture presented, truthful in every respect, for the contemplation of the wives and daughters of to-day, who have no adequate conception of the hardships endured by the pioneers of this beautiful country of ours."

This is but a brief outline of the story. Under his tender and watchful care Mr. Kingsbury's wife was restored to health. Long before the winter was past their scanty store of provision was exhausted and all that could be done was to go to Erie or Cleveland and drag flour and meat and other supplies on a hand-sled to the wilderness home. This Mr. Kingsbury did. In 1797 he left Conneaut and went to Cleveland where he became prominently connected with the history of this part of the State. He was honored with several important judicial and legislative trusts, and was in every way a valuable citizen. His removal from Conneaut broke up what had promised to be the first settlement of white people in Ashtabula County.

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## · COLORED SCHOOLS.

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EDITOR OF THE MONTHLY :—The question of Colored Schools will not down. Their abolition by the act of the last Legislature has been the cause of great strife and bitterness in many communities—strife and bitterness not likely to end for many a long day. The law seems to have been largely a work of sentimentalism,—a sentimentalism, it is true, having a humane and generous impartiality at the bottom of it. It was urged in the discussion of the measure that the law providing for separate schools for colored youth was the last relic of race prejudice on our statute books, and that it ought to be wiped out ; and acting on a beneficent impulse, wiped out it was. But while we may admire the motive which prompted this action, there are no indications that the colored people have gained anything by it.

On the contrary, the old race prejudices that slumbered, and in time were bound to die out, or at least to become greatly ameliorated, have been stirred into fresh activity and virulence. But this is not the point upon which I desire to lay most stress.

The colored people have thus far,—even more in the North than in the South, in their efforts at earning a livelihood, been restricted almost entirely to the poorest paid employments. Teaching and the ministry in connection with their own race, have been the two open doors through which they have been enabled to pass into a field of higher work. And this is an opportunity not to be lightly esteemed. It is one closely connected with the moral and intellectual elevation of the colored people. One of these open doors was closed by the Legislature last winter, or will be closed when the law is fully carried out. As has already been intimated, the action of the Legislature was taken without sufficient consideration as to its results. Sentiment is not always a basis for wise statesmanship. In striving for theoretic justice practical injustice may be done.

The law has worked great hardship to the colored teachers of the State, and will work increased hardship when it goes into full operation. When this is done every colored teacher in the State will be thrown out of employment. The courts, in every case in which they have been appealed to, have decided that the colored children can not be kept out of the white schools; and every intelligent man knows the courts can decide in no other way. The cases of the colored teachers thus set adrift must appeal strongly to our sympathies.

Let us take the county from which this is written as an example of the workings of the law when it shall be fully enforced. There are in the county over twenty colored teachers. These teachers, in intelligence and success, compare not unfavorably with their white co-laborers. Some of them have been teaching many years. If deprived of their present occupation, nothing remains to their old age but unaccustomed, ill-paid, disheartening drudgery.

It may be urged, in reply to this, that occasions arise in legislation when individual interests must be sacrificed to the general good. But there is here no general good to compensate this individual wrong. Colored Schools may be made just as good as the White Schools, so that the colored children need suffer under no disadvantages whatever. The colored school of this city, for instance, is as well housed, well taught and well governed as any school we have. It seems to me, also, that the colored children will, for many reasons, be happier when gathered into separate schools. I cannot then resist the conclusion

that the old law which left the question of separate schools to the decision of boards of education was a wise one, and that the coming Legislature will do well to re-enact it, with such modifications,—if any are needed,—as will surely secure to colored youth the same educational advantages enjoyed by the white.

The above is written strictly in the interests of the colored people. Its author has no race prejudices. And to avoid any possible misconception as to his position, he is proud to say, his memory runneth not back to a time when he was not an abolitionist.

JOHN HANCOCK.

*Chillicothe, Dec. 24, 1887.*

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## HOW TO MANAGE BELLIGERENTS IN SCHOOL.

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BY JUSTITIA.

It was my good fortune to be born of Christian parents and to have all the benefits of Christian training. I was early taught that fighting is unmanly and brute-like, and that moral courage is a greater virtue than physical courage—that it is more noble meekly to receive an insult, and even to “turn the other cheek also” for a blow, than to resent it. It was, however, my great misfortune to be reared in a very unchristian neighborhood. Our school district was called the “dark corner” by the barbarous gentiles of neighboring precincts, and our school enjoyed the unenviable reputation of being the “roughest school” in all that section of country. At any rate, the teachers who had the courage to “tackle” the school usually came prepared for war.

My father was a firm believer in the efficacy of the rod, and his ethical views on fighting were regularly reinforced at the commencement of each term of school by the following admonition: “Now, Charley, don’t you get into any fights this term; for, if you do, you may expect a threshing when you get home whether you get one at school or not.” Of course, by this time, my sense of the impropriety of indulging any belligerent propensities was pretty well fortified, and I usually promised that I would not fight, though not without inward misgivings, for I knew better than he what I had to contend with.

As I now look back over my father’s noble and sainted life, the only thing I can find to lay to his charge is the above semi-annual injunction given me at the commencement of each school term, but this was an error of the head rather than the heart. I am sure that if he had

known how much suffering, not only physical but mental, this solemn obligation not to fight would bring upon his boy, the mandate would never have been given. .

O the mortification of those early school years! I can hardly revert to them now without pain. My father being almost the only church member in the district, I was looked upon as a very proper object of persecution, both by the larger pupils and those of my own age.

One of the boys was about my equal in size and strength, and it was almost a daily occurrence for the large boys to form a ring, with us two on the inside, for the purpose of compelling us to fight. They would push us and bump us together until in a fit of exasperation we would clinch each other, despite all our pledges to each other that we wouldn't fight even if the big boys killed us. .

Of course, if we told our teacher, we were dubbed "tattle tales," an epithet most unsavory to the ears of the average boy, and made to "suffer for it" besides, especially if the teacher paid any attention to our complaints, which, however, was seldom the case. I was usually excluded from the games of my own associates, or was made to do the drudgery in the construction of the dams, bridges and play houses of our boyish fancy. I remember with painful distinctness how one evening the boys compelled me, on pain of threshing, to stay after school to assist in the building of a certain dam, for which I afterwards received a severe punishment at home. Thus I was bullied and nagged week after week and term after term, until the indignities heaped upon me became absolutely unbearable, and my whole nature rose in open rebellion. I excelled in my studies, which fact only increased my unpopularity. Among the boys there was one who was tacitly acknowledged as their "ring leader," but whose main stock in trade, it was afterward discovered, was only braggadocio. One day he was especially insulting to me, both in language and action, but I steadily refused to be drawn into a quarrel. I went home full of righteous indignation. I related to the family the treatment I had been receiving, and deliberately announced that I would endure it no longer,—that I would not be imposed upon as I had been even if I did get punished at home. My father tried to reason me out of my purpose to fight for my rights and warned me to be careful, but he did not expressly forbid my fighting, under the circumstances. It was with some misgiving that I went out at recess the next day, for I knew that "war was inevitable." And sure enough it did come, and I was victorious. The boastful bully sank at once in the estimation of his school fellows and I,—well, I was the best fellow in school. It is unnecessary to say that I never

had any more occasion to complain of my treatment at the hands of my playmates.

. This little experience was of great value to me when I became a teacher. A great many teachers make the same mistake that my father made. They often make the rule that any one engaging in a fight will receive a severe punishment, regardless of circumstances, and regardless of right and justice. My first school was in a "back district" at the foot of the Cascade Mountains, in Oregon. The people were generally rough and uncultured, and, of course, the boys were no angels, and fights were almost as common as recesses. There was one boy not much more than half witted, who was made the "scape goat" of the whole school. He was quick tempered and could fight like a wild cat, and it was the chief delight of the boys to tease him. I am sorry to say they had even been encouraged in this course by my predecessor. I soon saw "how the land lay" and proceeded to lay down the law in the following terms: "Fighting, as a general rule, will not be tolerated in this school, but I don't want any one to allow himself to be imposed upon. Stand up for your rights every time, and if you can't lick the fellow that tries to run over you, I will help you. I shall not punish every one that gets into a fight here, but I propose to investigate every quarrel, and the person that is at the bottom of the trouble, whether he is one of the fighters or not, may surely count on a pretty severe application of hazel sprout."

Whenever a fight occurred, I adopted the following plan: As soon as the school had assembled, I would call the belligerents to the front and have each one name a witness. These two would call out a third witness, when I would have each of them relate his side of the story, cross-examining them as I went along. By the time they had all told their story, I knew pretty well who was at fault. Sometimes I was obliged to call additional witnesses, but not often. Thus I was enabled to put the blame where it belonged and could "lay the ax at the root of the tree," meting out justice to all and giving to each some sense of his own rights as well as the rights of others. The feeble knees were strengthened, and the hunted, dogged expression of the oppressed began to wear away when they came to feel that they had rights which their fellows were bound to respect. Even the poor half-witted boy seemed to take a new lease of life. He felt that he could step as high and hold up his head as proudly as any of them, while he learned as he had never learned before. The "reign of terror" was soon over, and the angel of peace with wings of mercy hovered over that old school house in the pine woods and hazel brush of Oregon.

## “WHY WAIT?”

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BY E. H. WEBB, NORTH FAIRFIELD, O.

We have been greatly encouraged by the articles in the MONTHLY on our Country School System.

At last, the prominent, practical teachers of Ohio are awakening to the real vital necessity of the country schools, viz: *the selection of a small Board of Education in each township by a direct vote.*

To say that as intelligent, as honorable, as faithful a board can not be selected in each township as now exists in the city of Cleveland, is, at least, “an hard saying.”

We were particularly impressed with the article bearing the significant title of “*Why Not?*”, which suggested a modified form of the same query, “*Why Wait?*”

We *are* waiting, for what? For legislative aid? We have been waiting for that, “lo these many years.” *Why Wait* longer when the *present law* enables us to produce the very change we desire by a simple majority vote in each township?

Would any system prove very effective in a township where a *majority* did not *favor* it? We are asking of a common, human, political, Ohio legislator to force upon the people of each township a system which they can now adopt if they choose.

While we would be pleased to see him do it, we do not think he is that “kind of a bird.”

This question *must come down to the people.* Why hesitate to present the question to an intelligent people? “*Why Wait?*”

By the provisions of Sec's 3894, 3895, 3896, of the *school law*, at the next election of township officers, the present “*Township District*” (*a veritable misnomer*) can be changed to the “*Village District*” by a simple majority vote.

We can safely say that not one in twenty patrons of the country schools knows that such a change is possible. Brethren (and sisters too), let us turn our educational grape and canister in the right direction; and by means of circulars and pamphlets and stump speeches in our respective localities, let in the light, and produce this change in many of our townships on the first Monday in April next.

This simply means to adopt a system that has placed the schools in our towns and villages *second to none in the world.* “*Why Wait?*”

*North Fairfield, O.*

## IN PENNSYLVANIA.

EDITOR MONTHLY:—At your request, I give briefly my opinion of the doings and the character of the Pennsylvania institute as reflected at the one held in Lewistown during Thanksgiving week. Your observations given in the December number of the MONTHLY are so full, and I presume apply so generally to the Key-stone State, that but little remains to be added.

What especially strikes the Ohio man favorably is the remarkably full attendance of teachers at every session of the institute. A few inquiries soon brought to the writer information as to where the power lies that brings about this fortunate state of things.

First; teachers are *paid* for attending the institute. So it ought to be in Ohio and everywhere.

Second; the roll of teachers is called at the opening of each half day session of the institute and the presence and absence are noted.

Third; the county superintendent is, *ex-officio*, the presiding officer of the institute. This brings under his observation and scrutiny everything done at the institute. Record is made of all neglect to attend the annual session of the institute, willful absence and other irregularities on the part of the teachers. Thus, a vigilant county superintendent, who is also by virtue of his office the sole examiner of the teachers of his county, armed with such a record of his teachers, together with frequent observations drawn from his visits to the schools where the daily work is done, showing the degree of tact and skill in managing schools each teacher may possess, must be a factor for great good in the public school work.

It appeared to the writer that unnecessary help was called in to do the work of the institute. At Lewistown the session did not begin till late in the afternoon of the first day, and on Thursday, Thanksgiving, but little work was done after ten o'clock. The thanksgiving discourse, by Dr. Higbee, State Superintendent, was attended by the institute in a body. Five evening lectures were given during the week, all of which were largely attended by citizens of Lewistown, including business men as well as those from the professions. The direct instruction was extremely meager. Nearly everything was done in lecture form. There was much, *very much, talking*. More illustrative teaching, it seems, would have reached the young, inexperienced teachers more effectually. It appeared to be taken for granted that all present were well qualified in the branches taught in the schools, needing only theory. This is a mistake.

The Ohio institute has doubtless many weaknesses that ought to be

remedied; but what we lack in power to bring the teachers to the institute is at least partially counterbalanced by the enthusiasm and professional zeal of all the Ohio institutes I ever attended.

J. C. HARTZLER.

Newark, O.

## STATE EXAMINATION QUESTIONS.

[Used in the recent examination held at Columbus.]

### ARITHMETIC.

1. Illustrate your plan of teaching beginners subtraction. Make clear the difference, in process, between finding  $\frac{1}{1000}$  of a number and .001 of it.
2. Explain the processes concerned in finding the area of a rectangle. Reduce 20 acres, 37 square rods, and 17 square yards to square feet, and explain each step.
3. Distinguish between annual interest and compound interest. Omitting days of grace, find the difference between the true discount and the bank discount of \$8,000.01, for 120 days, at 9 percent.
4. An agent sold lard at a commission of  $2\frac{3}{4}$  percent, and invested the net proceeds in coffee at a commission of 2 percent. If his whole commission was \$3.72 $\frac{8}{11}$ , for how much was the lard sold?
5. A note of \$3,000, dated March 1, 1887, due in six months, interest 6 percent, was sold June 16, 1887, so that the buyer could make 8 percent on his investment. For what sum was the note sold?
6. The diagonal of a square floor is 25.4557+ feet; how many yards of carpet,  $\frac{3}{4}$  of a yard wide, will cover the floor?
7. What sum must be invested in 6 per cent bonds, at 120, brokerage  $\frac{1}{2}$  percent, to give an annual income of \$900?
8. A jeweler gave \$900 for a dozen watches. What price must he place upon them so that he can sell 15 percent below the marked price and yet gain 25 percent?

### ALGEBRA.

1. 
$$\frac{1}{ab-ax} + \frac{1}{bc-bx} = \frac{1}{ac-ax}, \text{ to find } x.$$
2. If 10 apples cost a cent, and 25 pears cost 2 cents, and you buy 100 apples and pears for  $9\frac{1}{2}$  cents, how many of each will you have?
3. A waterman rows a given distance  $a$  and back again in  $b$  hours, and finds that he can row  $c$  miles with the current for  $d$  miles against it; required, the time of rowing down the stream, up the stream, the rate of the current, and the rate of rowing.

4.  $\frac{\sqrt{x+a} + \sqrt{x}}{\sqrt{x+a} - \sqrt{x}} = c$ , to find  $x$ .
5. Divide  $\frac{1}{2} \sqrt{\frac{1}{2}}$  by  $\sqrt{2} + 3 \sqrt{\frac{1}{2}}$ .
6. Divide 100 into two such parts that their product may be equal to the difference of their squares.
7.  $x^4 \left( 1 + \frac{1}{3x} \right)^2 - (3x^2 + x) = 70$ , to find  $x$ .
8. There are three numbers, the difference of whose differences is 5; their sum is 44, and continued product 1,950: find the numbers.
9. Demonstrate: Every complete equation of the second degree, reduced to the form of  $x^2 + 2px = q$ , may be decomposed into two binomial factors, of which the first term in each is  $x$ , and the second, the two roots with the signs changed.

GEOMETRY.

1. The diagonal of a parallelogram divides the figure into two equal triangles.
2. A straight line cannot intersect a circumference in more than two points.
3. To describe a circumference through three points not in the same straight line.
4. To construct a triangle equivalent to a given polygon.
5. To inscribe in a given circle a regular decagon.
6. To find the value of the chord of one-half an arc in terms of the chord of the whole arc and the radius of the circle.
7. To compute the ratio of the circumference of a circle to its diameter, approximately.
8. A truncated triangular prism is equivalent to the sum of three pyramids whose common base is the base of the prism, and whose vertices are the three vertices of the inclined section.
9. The lateral area of a cone of revolution is equal to one-half of the product of the circumference of its base by the slant height.
10. The volume of a sphere is equal to the area of its surface multiplied by one-third of its radius.

TRIGONOMETRY.

1. In right angled triangles, show that the perpendicular is equal to the base into the tangent of the angle at the base.
2. Demonstrate:  $\sin. 60^\circ = \frac{1}{2} \sqrt{3}$ .
3. Demonstrate:  $\sin. 18^\circ = \frac{1}{4} (\sqrt{5} - 1)$ .
4. Develop a formula for finding the difference between the true and apparent level.
5. Develop formulas: (1) for finding distance between two objects separated by an impassable barrier; (2) for finding height of an inaccessible point above a horizontal plane.

## GEOGRAPHY.

1. How does England compare with Mexico in area, climate, productions, society, government, and religion?
2. If you were standing to-day on the Tropic of Cancer, in what direction would your shadow fall?
3. (a) Give the laws of rainfall. (b) Name and locate the ocean currents.
4. Name the different countries that are benefitted by these currents, and state in what respect?
5. Trace the 40th parallel around the earth, naming the States through which it passes, and important cities on or near it?
6. An explanation for volcanoes, earthquakes and ocean currents.
7. Compare United States and Europe in soil and climate with reference to their influence on the physical and intellectual development of man?
8. What was the cause of a prehistoric civilization in Mexico and Peru? Also in Egypt? Why a decline in each?
9. Name the Counties in the Miami, Scioto, Muskingum and Maumee Valleys, and give dates of first settlements?

## PHYSICS.

1. What is the difference between physical and chemical changes? Illustrate.
2. State the laws of the pendulum.
3. What is latent heat? Illustrate the conversion of sensible into latent heat?
4. Why is the rainbow circular? Illustrate your answer.
5. How far will a body fall the first second on Neptune, the density of Neptune being .16 that of the earth, and its diameter being 36,000 miles?
6. Find the result of mixing 6 lbs. of snow at  $0^{\circ}$  C. with 7 lbs. of water at  $50^{\circ}$  C.
7. A ball thrown vertically upward, returns in 15 seconds to the place of projection. How far did it descend?
8. How high can a liquid with a specific gravity of .95 be raised by a lifting pump, when the barometer stands at 28.4 inches?
9. To what temperature would a cannon ball weighing 100 lbs. and moving 2,000 feet a second, raise 5,000 lbs. of water from  $32^{\circ}$  F., if the motion were suddenly converted into heat?
10. Two bodies are attracting a third with forces as 325 to 410, the first weighing 40 lbs., at a distance from the third of 60 feet, and the second at a distance of 70 feet; what is the weight of the second?

## CHEMISTRY.

1. Distinguish between an atom and a molecule.
2. State the physical properties of chlorine.
3. What are the allotropic forms of carbon?

4. Give formula for chloroform, and state how it is prepared.
5. Give source and preparation of I.
6. State process of etching on glass.
7. How is  $\text{CaCl}_2$  prepared? What incidental product results?
8. State the difference in the composition of calomel and corrosive sublimate.
9. State the composition of the different vitriols.
10. Explain the theory of isomerism.

**BOTANY.**

1. Name four important differences between animals and plants? Name the different departments of Botany?
2. Define embryo, cotyledon, shrub, thorn and tendril?
3. How is the embryo nourished? What organs of vegetation has the plantlet?
4. Name some bi-ennial plants useful for food? What is a culm? Give instances of leaves as store-houses of food?
5. Name the parts of a leaf? Describe the principal kinds of veining? How are leaves arranged on stems?
6. Give familiar examples of the following: raceme, umbel, spadix, cyme, and panicle. Name the essential organs of a flower.
7. Describe a typical flower. What is the office of the pollen? What is the fruit?
8. Distinguish between endogenous and exogenous stems, and give an example of each? What are the living parts of a tree?
9. What elements must enter into a plant's food? How is plant food prepared for plant growth?
10. How is a plant named by botanists? Say something about systems of classification of plants?

**GEOLOGY.**

[The candidate may omit either the odd (1st, 3d, etc.) or the even (2d, 4th, etc.,) questions.]

1. Name three of the great classes of rocks, and give the characteristics of each.
2. State briefly the theory of deltas.
3. How are the relative ages of rocks determined?
4. What is the difference between silurian and carboniferous rocks?
5. What is the origin of coal? The difference between bituminous and anthracite coal?
6. What is the origin of limestone? What is the difference between chalk and marble?
7. What is meant by drift? By what agencies is it formed?
8. What are fossiliferous rocks?
9. Name several of the fossils which characterize the coal measures.
10. What is meant by a mineral vein or lode? What is its origin?

## ZOOLOGY.

1. What does the study of Zoology embrace? Define Comparative Zoology.
2. How is the Animal Kingdom naturally divided? What animals most nearly approximate to man in appearance and intelligence?
3. Compare the nervous systems of the radiates, mollusks and articulates.
4. Name the three classes of articulates. Name the classes that make up the vertebrate branch of the Animal Kingdom.
5. To what order of birds does each of the following named belong: vulture, parrot, humming-bird, pigeon, crane, and albatross?
6. To what class of animals do turtles belong? Describe the characteristics of turtles.
7. Describe the digestive organs of birds, and the respiratory organs of fishes. Say something about the habits of the trout and the herring.
8. Name and describe the three stages in the life of an insect. What is the largest moth found in North America?
9. Describe a community of hive-bees. To what hemisphere is the hive-bee indigenous?
10. Compare the animal life of Brazil with that of India. What impulse to this study was given by the labors of Linnæus, Cuvier, Pliny, Buffon and Agassiz?

## PHYSIOLOGY.

(Let the answers to these questions be clear and succinct.)

1. Define Physiology. What advantages are likely to accrue from its study?
2. What is the difference between an *organic* and an *inorganic* body? Between an animal and a vegetable?
3. What is an Organ? What is meant by its *function*?
4. Name the organs of digestion. Why should we eat slowly? Which should be masticated most thoroughly, animal or vegetable food?
5. By what means is the animal heat of a body kept up?
6. Why does a muscle grow in size by exercise? Which do you think most exhausting, mental or physical exertion?
7. Why is pure air so essential to health? To what means do you resort to supply your school-room with such air?
8. Name some of the physiological effects of alcoholic stimulants.
9. What constitutes the nervous system? Name some of the signs of excessive mental exertion.
10. Do you think it practicable to teach elementary physiology to pupils of grammar schools without the use of a text-book? Give the reasons on which your answer is based.

## ASTRONOMY.

1. What is the nebular hypothesis?

2. Name the planets, distance from the sun, time of revolution, and density?
3. Give the different means by which the distance to the sun can be ascertained? What is the mathematical principle involved through the transit of Venus?
4. History of the different discoveries leading to a knowledge of the composition of the sun.
5. Explain the precession of the equinoxes?
6. Discuss solar time, mean time and standard time.

#### HISTORY OF THE UNITED STATES.

1. What men composed Washington's first cabinet? What were the political tenets of the *Federalists*?
2. Why were the "*Alien and Sedition Laws*" passed? Who were the best known leaders of the *Whig* party? In what national elections was this party successful?
3. Who were the most distinguished men in Congress when the "*Missouri Compromise*" was under discussion? Give the purport of this measure.
4. What claims had the United States to Texas before the annexation scheme was under consideration? By what treaty were these claims relinquished?
5. Outline our title to Oregon prior to the boundary treaty. Were Aaron Burr's operations in the Southwest treasonable? (Give reasons for your answer.)
6. What relations did Burr, Van Buren, Tyler, Benton, and Johnson finally sustain to the party which first gave them prominence? (Give full explanations.)
7. What acts gave fame to Gen. George Rogers Clark? Who were the governors of Virginia during the Revolutionary War?
8. Give an account of the boundary dispute between Ohio and Michigan. What part of Ohio is known as the "*Western Reserve*?"
9. Name some of the provisions of the "*Ordinance of 1787*." What important body was in session at Philadelphia when Congress passed the act for the government of the North-Western Territory?

#### GENERAL HISTORY.

1. Make some statement about the Koran, the Hegira, the Exodus, the Vedas, the Edda, and the Talmud.
2. Who were the Druids? The Puritans? The Huguenots? The Albigenes? The Crusaders? The Cavaliers?
3. For what is each of the following named persons noted: Pliny, Galileo, Bacon, Newton and Fulton?
4. Of what nationality is each of the following named persons, and for what is each noted: Goethe, Guizot, Carlyle, Rossini, and Prescott?
5. Say something about the "Great Charter," the English "Revolution of 1588," and the American "Declaration of Independence."

6. Who were Vasco da Gama and Magellan? What of the inventions of the mariner's compass, printing, and gun powder?

7. Who were the most powerful monarchs of Europe during the first half of the 16th century? Who was Martin Luther? Cardinal Wolsey?

8. Locate Zutphen, Navarre, Fotheringay Castle, Waterloo, and Pultowa. Name an important event connected with each.

9. When and by what nations was Poland seized and divided? Give some historical events suggested by the names of Marlborough, Nelson, and Wellington.

10. Name some of the most important events connected with the reigns of Louis XIV. and George III.

#### CIVIL GOVERNMENT.

(Let the answers to these questions be clear and succinct.)

1. What is Government? What a Nation, or State?

2. What is a Constitution? Which do you deem best, a written or unwritten constitution? Why?

3. In what way may the President of the United States influence legislation?

4. What is the process by which a bill becomes a law in Congress?

5. What different views did Webster and Calhoun entertain as to the powers of the General Government?

6. What is an *ex post facto* law? For what reason is the passage of such a law prohibited?

7. What is meant by the right of *habeas corpus*? When may this right be suspended? Why is such importance attached to the right?

8. What powers, under the Constitution, are reserved to the several States?

9. Which in your judgment is the most important of the amendments to the Constitution? What is Treason?

10. What value do you attach to the giving of instruction in Civil Government in the Common Schools?

#### ORTHOGRAPHY.

1. What are the general classes of sounds of the English language? Define each.

2. How are the letters of the alphabet divided: (1) in respect to form; (2) in respect to the sounds they represent; (3) in respect to their application to these sounds?

3. What are cognate letters? Give examples.

4. Name the liquids, and state why they are so called.

5. Illustrate your method of orthographic parsing, using the words *concentrate*, *telegraphic*, *enough*.

6. Give your method of analyzing words according to their significant parts, using the words *orthography*, *trifoliate*, *retrospect*.

7. By using diacritic marks, indicate the proper pronunciation of

the following : *Criticise, medicine, orchestra, meningitis, pneumonia.*

8. State and illustrate three principles of accentuation.

ENGLISH GRAMMAR.

(Let the answers to these questions be clear and succinct.)

1. State the distinction between Etymology and Syntax. Which of these do you deem of most practical value in teaching language, and for what reason?

2. What is a Sentence? What an Abridged Sentence? Write two abridged sentences.

3. Which do you deem of most value, *parsing* or the *analysis of the sentence*? For what reason?

4. For what is the Subjunctive Mode used? Write two sentences, each having a verb in this mode, used without the sign.

5. What is the difference between a *finite* verb and an *infinitive*?

6. What is a Dependent Clause? What kind of elements may such clauses be?

7. Analyze the following:

"He that filches from me my good name,  
Robs me of what ne'er enriches him,  
*But* And makes me poor indeed."

*of that article, etc.*

(Who is the author of this selection?)

8. What is your view as to the value of technical grammar as a means of training into the use of good English?

9. What difficulties have you encountered in teaching grammar?

10. What means have you employed to make grammar interesting to your classes?

RHETORIC.

[The candidate may omit either the odd (1st, 3d. etc.) or the even (2d, 4th, etc.) questions.]

1. Define perspicuity, purity, and terseness, as applied to style.

2. What is a figure of speech? What are its uses? Give at least two.

3. Name three figures of speech that are based on similarity?

4. What is the distinction between a simile and a metaphor? Give an example of each.

5. Define climax and hyperbole, and give an example of the latter.

6. What is an allegory? Name three of the best allegories in English literature.

7. What is a parable? A fable?

Name the figures of speech in the following sentences:

8. "Justice is more glorious than the evening star." "Athens is the eye of Greece." "The dews shall weep thy fall to-night." "The waves rolled mountain high."

9.

"Sweet Memory, wafted by thy gentle gale,  
Oft up the stream of time I sail."

10.

"Yes, in my spirit doth thy spirit shine;  
As shines the sunbeam in a drop of dew."

"There Honor comes, a pilgrim gray,  
To bless the turf that wraps their clay."

## ENGLISH LITERATURE.

(Let the answers to these questions be clear and succinct.)

1. What is meant by the literature of a language? What period does English Literature cover?
2. With what great author does English Literature properly begin? Mention his most noted work.
3. Name the characteristics of Shakespeare's genius, and three of his plays which you have read. Which of these three do you deem greatest, and why?
4. Name the three greatest poets since Shakespeare, and a work of each.
5. Whom do you regard the greatest living poet, and for what reason? Name his greatest work.
6. Whom do you regard the greatest English novelist? What works of his have you read?
7. Name five great historians in what you believe to be the order of their rank, and a work of each.
8. Name five American writers of fiction, and five poets, in the order of their standing, and a work of each.
9. Name two distinguished living American writers of history, and state what each has written.
10. Name the advantages of a large general reading.

## LOGIC.

[The candidate may omit either the odd (1st, 3d, etc.,) or the even (2d, 4th, etc.,) questions.]

1. What is reasoning?
2. How does reasoning differ from judging? Illustrate the difference.
3. What is meant by reasoning from analogy?
4. What is the distinction between inductive and deductive reasoning?
5. On what does the validity of an induction depend? When is it only a probable truth?
6. What is the distinction between a syllogism and an enthymeme? Give an example of each.
7. How many terms in a judgment or proposition? In a syllogism?
8. What is meant by the middle term of a syllogism? Give an illustration.
9. On what does the validity of the conclusion in deductive reasoning depend? When is it only probable truth?

10. What is meant by a fallacy in reasoning? Name or designate three of the more common fallacies.

PSYCHOLOGY.

1. What is the difference in the origin or occasion of sensations and emotions?

2. What class of feelings is most under the control of the will? To what extent is man responsible for his feelings?

3. What is the distinction between presentative and representative acts of the mind?

4. Which of the mental powers (presentative, representative, and thought) first awaken into activity? Show that this order is a necessity.

5. What is the distinction between consciousness and sense-perception?

6. What is the distinction between simple representation and memory? What two acts are involved in memory?

7. What is the distinction between memory and imagination?

8. In what sense is the imagination not creative? In what sense is it creative?

9. What is the distinction between a general concept and an individual concept or image? Why can not a general concept be imaged?

10. What is the distinction between inductive and deductive reasoning?

THEORY AND PRACTICE.

1. In what respects does the mental capability of pupils at six years of age differ from that of pupils at sixteen?

2. What is meant by the objective method of teaching?

3. Why must all *primary* concepts and ideas be taught objectively?

4. What is meant by the natural order of exercising the several mental powers? What is this order?

5. What is meant by the maxims: "Processes before rules," and "Rules through Processes"?

6. What is meant by teaching a principle inductively? Give an illustration.

7. What is the distinction between the analytic and the synthetic methods of teaching.

8. Name the three teaching processes, and give the aim or end of each.

9. Why is the duration of close attention limited? What is the relation of interest to attention?

10. Of two motives equally effective in school discipline, which should be used, the higher or the lower? Why?

## NOTES AND QUERIES.

## TEACHING THE MULTIPLICATION TABLE.

As no one else seems disposed to respond to the call for contributions on this topic, I will contribute my mite, hoping others older and wiser may be prompted to give their experience. Of course the first steps should be objective. Use sticks, pencils, apples, balls on the numeral frame, or whatever may be most convenient. Make two groups of two objects each, three groups of two each, four groups of two each, etc. Then have the pupils memorize the table, a line at a time, and each recite forward and backward. Same, in concert, keeping them together by keeping time with the hand. Promiscuous drill. Use concrete problems to add variety and interest; as, if I buy 4 lead pencils at 5 cents apiece, how much must I pay? There should be a good deal of slate practice. When pretty well advanced let pupils make the whole table on their slates and on paper.

*Windsor, O.*

A. M. I.

## QUERIES ANSWERED.

Q. 1, p. 31.—Here is a fuller answer than that contained in the December number: The Constitutional Convention met in Philadelphia and effected an organization May 25th, 1787. After listening to several propositions relating to a constitution, the Convention appointed a "Committee of Detail," to which the several propositions were referred. This is the committee that drafted the Constitution, and was composed of John Rutledge, of South Carolina; Edmund Randolph, of Virginia; Nathaniel Gorham, of Massachusetts; Mr. Ellsworth, of Connecticut; and James Wilson, of Pennsylvania. This Committee reported their draft to the Convention, which then appointed another committee to revise the style and arrange the Articles of the Constitution as reported. This Committee was composed of James Madison, of Virginia; Alexander Hamilton, of New York; Rufus King, of Massachusetts; William Samuel Johnson, of Connecticut; and Gouverneur Morris, of Pennsylvania. Read Chapter III, *Andrews's Manual of the Constitution*.

*Pitt, Wyandot Co., Ohio.*

RICHARD F. BEAUSAY.

C. M. Smith and J. S. H. say that the final draft of the Constitution is the work of Gouverneur Morris, and refer inquirers to Baneroff's *History of the Constitution* for fuller information. C. W. R. refers to Hildreth's *U. S.* and to several articles by John Fiske in the *Atlantic Monthly*,—one in Nov., 1886, and others in Feb., June and Nov., 1887.—[Ed.]

Q. 4, p. 31.—The English language being largely derivative, the meanings which words have are generally easily traced by passing to

their roots and forms as they appear in the parent language. Omitting silent letters from some of our words would in no way render this task difficult, while in the case of other words it would so deform them as to leave no trace by which a relationship might be known unless it be by the sound.

E. K. A.

Q. 5, p. 31.—It is thought that the waters of the sea find their way into the interior of the earth, and, by being converted into steam, constitute an immense energy which finds vent in the mountains near the coast, as it is here the crust of the earth was first broken in the formation of mountain ranges. See *Maglott's Manual*.

MRS. ELLA M. HILL.

As volcanoes are but openings through the earth's crust, that permit an escape from the molten interior, they will occur only where the crust is weakest. This will be on the borders of sinking oceans, in the line of fracture formed by the gradual separation of the ocean's bed from the coasts of the continent. See *Houston's Physical Geography*.

P. N. BARNES.

Answers of similar import received from A. D. Foster, A. W. Breyley, Geo. O. Kean, E. K. A., and S. G. S.

Q. 6, p. 31.—Suppose he has \$100 of the stock. His income is \$6. He sells for \$78, and buys \$75 of the 6 percent stock. Then his annual income is \$4.50. 50 cts. loss on his first income of \$5, is 10 percent loss. Ans.

H. M. ALGER.

Same result and a variety of solutions by A. D. Foster, C. M. Smith, A. W. Breyley, P. N. Barnes, Geo. Rossiter, G. W. Leahy, R. A. Leisy, J. F. Rubins, G. O. K., E. K. A., S. G. S., W. S. H., L. A. S., C. W. R., and W. V. H.

Q. 7, p. 32.—If a diagram be drawn, it will readily appear that the required distance is the hypotenuse of a right triangle, whose base is the square root of  $250 + \sqrt{(250)^2 \times 2} + \sqrt{(150)^2 \div 2}$  and its perpendicular  $\sqrt{(150)^2 \div 2}$ ; from which, by the application of the well known pythagorean proposition, the distance is found to be 717.6 miles.

G. W. LEAHY.

Same result and similar solutions by F. W. Schneider, J. F. Smith, Geo. Rossiter, B. F. Finkel, W. V. H., L. A. S., and S. G. S. W. S. Hanna and R. A. L. differ from these and from each other.

Q. 8, p. 32.—The dimensions of the parallelopiped are as 4, 3 and 2. And  $4 \times 3 \times 2 = 24$ . Then,  $\sqrt[3]{24} : \sqrt[3]{13824} :: 4 : 33.28$  ft., length of parallelopiped; and,  $\sqrt[3]{24} : \sqrt[3]{13824} :: 3 : 24.95$  ft., width of parallelopiped; and  $\sqrt[3]{24} : \sqrt[3]{13824} :: 2 : 16.64$  ft., height of parallelopiped.  $24.96 + 24.96 + 16.64 + 16.64 = 83.20$  ft., perime-

ter of solid, and 83.20 ft.  $\times$  33.28, length of solid, = 2768.896 sq. ft., area of sides. And  $16.64 + 16.64 = 33.28$  ft., and  $33.28$  ft.  $\times$   $24.96 = 830.668$  sq. ft., area of ends. Then,  $2768.896 + 830.668 = 3599.56$  sq. ft., surface of parallelopiped. Then,  $\sqrt[3]{13824} = 24$ ;  $24 \times 24 \times 6 = 3456$  sq. ft., surface of cube.  $\therefore 3599.56$  sq. ft. surface of parallelopiped— $3456$  sq. ft. surface of cube =  $143.56$  sq. ft.

Millersburg, O.

W. S. H.

Similar solutions and same result by Mrs. Ella M. Hill, C. P. Swartzel, G. W. Leahy, A. D. Foster, S. G. S., and L. A. S. B. F. Finkel and J. F. Smith get nearly same result by an algebraic solution. Geo. Rossiter, R. A. Leisy, W. V. A. and G. O. K. get results differing from the above and from each other.

Q. 9, p. 32.—100 percent = par value of first stock, for which I paid 90 percent, and sold it for 105 percent. 102 percent, price of second purchase, = 105 percent of first stock—\$33; and 100 percent, selling price of second stock, =  $102\frac{1}{7}$  percent of first stock—\$32 $\frac{1}{7}$ . But  $102\frac{1}{7}$  percent of first stock—\$32 $\frac{1}{7}$  + \$11 = 90 percent of first stock; from which  $12\frac{1}{7}$  percent = \$21 $\frac{1}{7}$ , 1 percent = \$1.65, and 90 percent, or cost of first stock, = \$148.50. MARGIA SMYTHE.

Nevada, O.

A variety of solutions with same result by A. Ernsberger, Mrs. Ella M. Hill, A. D. Foster, F. J. Bevington, W. N. White, Geo. Rossiter, Frank Lachat, H. M. Alger, D. A. Sharp, Geo. F. Leslie, G. P. Swartzel, A. W. Breyley, Leroy Parsons, J. W. Shafer, C. M. Smith, B. F. Finkel, W. V. Hutchins, G. S. F., C. W. R., S. G. S., W. S. H., G. O. K. and L. A. S. R. A. L. shoots wild.

Q. 10, p. 32.—The well should be dug at the center of circumscribed circle of triangle formed by the lines joining their houses. Dividing the product of the three sides by 4 times the area of the triangle gives the radius of the circumscribed circle, which is the distance from their houses to the well. The area of the triangle =

$$\frac{3}{4} \sqrt{39}. (12 \times 11 \times 10) \div (4 \times \frac{3}{4} \sqrt{39}) = \frac{40}{\sqrt{39}} = 6.405 \text{ rds.}$$

B. F. FINKEL.

Different solutions with same result by L. A. Sigrist, R. A. Leisy, G. W. Leahy, Geo. Rossiter, W. S. Hanna, H. M. Alger, and S. G. S.

Q. 11, p. 32.—It seems to me, in accordance with Harvey's definition, that this is a complex, declarative sentence. The subjunctive clause, "If he studies," is really the subject of the verb "is." For the sake of euphony, the pronoun "it" is inserted, but the antecedent of "it" is the clause, "If he studies." If the expression is changed to "When he studies is when he is alone," the thought is nearly equivalent, and the pronoun becomes superfluous. S. P. MERRILL.

Wickliffe, O.

It is a sentence, declarative, complex, of which "It is" (or he studies) is the principal proposition. Studies is modified by the adverbial prop. "if he studies," an adverbial element, third class. Studies is also modified by "when he is alone," an adverbial element, third class.

GEO. O. KEAN.

It is a complex, declarative sentence, of which "it is (done)" is the principal proposition. "If he studies" and "when he is alone" are the two subordinate propositions.

B. F. FINKEL.

Q. 12, p. 32.—(1). A participial adjective has no governing power; a participle with the construction of an adj. has all the governing power of the verb from which it is derived.

(2). A participial adj. may be modified by an adv. element only; a participle with the construction of an adj. may be modified by an objective or an adv. element, or both.

(3). A participial adj. always precedes the noun upon which it depends; a participle with the construction of an adj. always (in natural order) follows the noun upon which it depends.

J. W. SHAFER.

QUERIES.

1. If the earth's axis were inclined 17 degrees, where would be the middle of each zone?

ADELAIDE.

2. Which are the oldest and which the youngest mountains on the western continent?

ID.

3. What is the name of the man who rang the old bell at the announcement of Independence?

A. D. F.

4. What and where is Pitch Lake?

E. K. A.

5. One edition of the Eclectic History of the U. S. states that "Grant was included in the plot of the conspirators that murdered Lincoln, and probably escaped death through declining the latter's invitation to join the party at the theater." Is this statement true? If so, why does it not appear in later editions of the book?

L. F. J.

6. Should a school examiner propose questions not answered in any of the text-books used in the county in which he examines? Why or why not?

A. D. F.

7. A wagon tongue is  $4\frac{1}{2}$  inches square at one end and tapers to  $2\frac{1}{2}$  inches square at the other end. How many feet board measure does it contain?

W. A. M.

8. Divide the fraction  $\frac{4}{5}$  into two parts such that the numerators taken together will equal the denominators taken together.

F. J. B.

9. Find two numbers such that the difference of their squares is a cube and the difference of their cubes is a square. B. F. F.

10. The time which an express train requires to travel 120 miles is only  $\frac{2}{15}$  of that required by an accommodation train: The accommodation train loses time enough in making stops to run 20 miles: The express train loses only  $\frac{1}{2}$  as much time in making stops and travels 15 miles an hour faster than the accommodation train: find the rate of each train per hour. P. A. W.

11. The length and breadth of a ceiling are as 6 and 5; if each dimension were one foot longer, the area would be 304 sq. feet: what are the dimensions? Arithmetical solution. E. M. H.

12. I sold two knives for the same price: on one I gained 20 percent, on the other I lost 20 percent: I lost 2 cents by the transaction. Find the cost of each knife. G. S. F.

13. They are too many *to be sacrificed* but not strong enough *to conquer*. Dispose of words in italics. A. D. F.

14. Two *times two are* four. State whether the sentence is correct, and dispose of words italicized. C. M. S.

15. Whom say ye that I am? Matt. 16: 15. Dispose of "whom." S. F.

#### POINTS WORTH REMEMBERING.

The development of the intellectual powers is more important than the acquisition of knowledge.—*Thring*.

It is what a pupil does himself, not what is done for him, that educates him.—*Payne*.

In all the work of education, the habits that are formed are more important than the knowledge gained.—*Hewitt*.

"What a learner discovers by mental exertion is better known than what is told him."

The child should be told as little as possible, and induced to discover as much as possible.—*Spencer*.

The teacher's part in the process of instruction is that of a guide, director, or superintendent of the operations by which a pupil teaches himself.—*Payne*.

The education of a youth depends not only on what he learns, but on how he learns it.—*Payne*.

Mere knowledge is not power; and mere knowledge is not education.—*Thring*.

The custom of writing incorrect sentences for children to correct is a vicious one.—*Parker*.

## EDITORIAL DEPARTMENT.

*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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In response to the suggestion of Dr. Burns, of Dayton, in a recent issue of the MONTHLY, Supt. Clemens, of Ashtabula, gives us in this number a very interesting sketch of pioneer life in the north-eastern corner of the State. Who will be the next to respond ?

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Educational circles in England are considerably agitated over the question of providing means of superannuating aged and incapacitated teachers. The subject has received attention at the hands of the Royal Commission, and several prominent school boards have had it under consideration. The Executive of the National Union of Elementary Teachers has been called upon to prepare a practicable scheme for consideration at the Easter session of the Union, with a view to its subsequent adoption by Parliament.

The necessity for some provision of the kind seems to be conceded, but there is diversity of views as to where the burden of such provision should rest, some claiming that the whole expense should be met by the government, while others maintain that teachers themselves should at least share in the cost.

We may not be sufficiently familiar with the conditions out of which has arisen the seeming necessity for any provision of this kind, to form a just judgment; but from the American standpoint, we would be opposed to any such system of professional mendicancy. The State should pay her teachers fair living salaries and leave them to look out for themselves as other people do.

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We cannot quite agree with Dr. Hancock on the question of colored schools. We do not think it would be wise for the Legislature to take any steps backward in this matter. In the action of last winter, we foresaw, as others did, the hardship to colored teachers of which Brother Hancock speaks. They must bear this as an incident of the onward march of their race. *Per angusta ad angusta*. The day will come when a dark skin will be no bar to teaching in any position. We can imagine the horror with which some will read this statement, but they may outlive this as well as other wicked prejudices. Character and fitness for the work, and not the shade of the skin, should determine who are to teach the children of this nation.

If there are in Ross County twenty colored teachers, who, "in intelligence and success, compare not unfavorably with their white co-laborers," what save a wicked prejudice excludes them from any school to which their white co-laborers are admitted? White teachers may and do teach colored children :

why may not well qualified colored teachers teach white children? What should hinder? Many a high-born white child in this country has been nursed and nourished at the breasts of a negro woman; and negro children have been, in many cases, the playmates of these same high-born white children. Men with dark skins are not denied the privilege of paying their full share of taxes in support of free schools and other governmental institutions, nor of mingling their warm African blood with the blood of their white comrades on the battle field in defense of their common country. Why draw the line just this side of the teacher's chair?

The abolition blood in the writer's veins impels him to accord to our colored fellow-citizens *all* the God-given rights and privileges of our common humanity.

### SOME THOUGHTS ON TEACHING GEOGRAPHY.

When I first thought of writing upon the teaching of Geography, I put the subject away as too old, although I have never been in the habit of selecting subjects particularly new, because the old questions are the ones we still meet daily. I seemed to hear some one saying, "What can be said about *that*, which we do not know?" But the subject "would not down." I heard a good talk upon it two weeks ago; then a teacher honestly confessed in my hearing what seemed to me a heresy in regard to the teaching of Geography; and yesterday I received from a superintendent an excellent outline which he had prepared for the use of the teachers in his schools. One thing is patent to every thoughtful observer. Teachers do not always live up to all the light they have. Many practice what they would be unwilling to attempt to defend in theory. Some perpetuate errors in teaching because they have been educated under the same system under which they are now teaching, and, even when they see good suggestions in an educational paper, feel a timidity about trying what they have never seen in actual practice. There was a time when I did not believe that there were any schools in Ohio, in which the descriptive text of the geography was memorized. Now I know that in more than one school in the State, carefully written manuscript informs the superintendent when he reads it after an examination, "Mountains, as you have learned on a preceding page, &c." Is it possible that only the memorizing of words will prevent pupils from giving such a definition as I once heard when attending an examination at a Young Ladies' Seminary: "A volcano is an elongation of fire, smoke, and melted lava". Perhaps this definition is surpassed by the one once given by a high school pupil:—"Latitude is the number of years that has elapsed since the birth of our Savior."

There can be little advancement made in the discussion of the proper method of teaching any subject until there is some agreement as to the ends at which we aim. These should be the same in graded and in ungraded schools. Of course, that throws out the motive of preparing pupils solely for the examination which is so narrowing in its nature as to cramp both teacher and pupils. Just so rapidly as that becomes the all-engrossing motive of any teacher is she preparing herself for an intellectual coffin; and, if it were not for the children she may drag in with her, I should feel tempted to let her be buried and to write over her, "*Requiescat in pace.*"

Thinking high school teachers have long lamented the deadening effect upon

the intellect of this measuring teaching by the success in cramming for examinations. We hail with joy the stand that has been taken by some of our leading superintendents within the last year or two. It would be an interesting and valuable work if their utterances on this subject within the last two years should be collated.

I cannot forbear quoting briefly from the last report of Sup't J. J. Burns, of Dayton.

"The factitious importance of high percents, a superstition in which pupil, parent, and teacher join, and which makes it almost impossible for the superintendent so to prepare for the examination as to have its real purpose carried out, makes it a time of excitement injurious in some instances to health, and injurious in *all* instances to *some* habits of study. (The italics are my own.)

\* \* \* \* An exclusive memory test of exclusive memory teaching, in any grades above the lowest, encourages the narrowest kind of teaching and relegates thinking to the 'limbo large and broad' of unused capacities."

Now, while I know that many teachers practice this word-teaching of geography, both common school and physical, I have never heard but one argument other than the preparation for examination urged in its behalf. That was that it should be taught in that way in order to strengthen the memory. We can remember much that is valuable, many facts are a portion of our intellectual resources, that cannot be given at all in the words of an author. I am willing to grant that it is a desirable thing to be able to commit to memory certain things in the words of the author. But what things? Definitions until the mind is so disciplined as to be able accurately to mark boundaries of thought. Choice thoughts of great minds which are so expressed as to be crystallized into gems. This determines the extent of word committing that should be demanded from our pupils. How much of geography comes under this head? Let it be granted for a moment, however, that the descriptive part of our geographies is worth this word memorizing. Do the pupils remember geography so taught? It is the universal testimony of those who instruct these pupils a little later in their course that their inability to recall that geographical knowledge of service in the study of history or in general reading is pitiable. Perhaps, if some one knew just the particular spring to touch that would start the pupil on the right page, he might run along until he would strike what is desired. But so far as the school training goes with pupils so taught, the only idea of geography is that it is something which they are to go over and over and over again, watering the way sometimes with tears, sometimes reaching the destination of success at a final examination, sometimes falling short of it, but all the time feeling that geography is a "hard road to travel." Teachers who so slavishly work at the text do not make at all the wise use of the maps for which they are designed. Pupils have little or no idea of comparison between different continents even after a study of physical geography, which properly taught fascinates teacher and pupils alike. At one time a teacher of General History, wishing to begin the study of Greece with the geography of that country, and wishing to show the influence of a great amount of sea coast in proportion to area upon the civilization of a nation, turned to a class,—a class too, that had studied geography at least four years with a textbook, and asked "Which of the continents has the greatest amount of sea-coast in proportion to its area?" to find not one able to answer. Of course, one

would not cite in argument the case of a pupil who had studied geography four years and read United States History for one year, who after one pupil had stated that the first battle of the Revolutionary War was fought at Lexington, replied to the question "Where is Lexington?" "In Kentucky." But it is fair to base arguments upon the work of an entire class. A teacher once said to me in support of her position that it was right to have the pupils learn the words of the geography, that she tried to explain so that they did not give them unthinkingly, but that so many of them would make such a sad jumble of words if they attempted to use their own, that she had to have them adhere to the words of the text.

Their poverty of expression is a very strong argument in support of allowing this subject which can be taught in such a way as to be a powerful auxiliary in language culture to fulfill its noble purpose. Imperative is the duty to labor zealously in this direction if many of her pupils come from homes where the English language is spoken neither with elegance nor with force. Will anything justify the course of the teachers in our public schools if pupils are allowed to reach the age of fifteen or sixteen without any careful drill in expressing in their own words what they have gotten from the printed page? When pupils have been eight years in our public schools, we ought not to be obliged to throw the mantle of charity over pitiable weakness in their use of English; and this, except in cases where careful instruction at home preserves the boy or girl, is the inevitable necessity where even geography has been recited in the words of the book.

I know that the many who have advanced far beyond this method of teaching geography will rather resent the serious attention that I have given it; but, fellow-teachers, if there be five cities in Ohio or ten isolated country schools where this method is still pursued, I have a right to protest in the name of the children that must be taught there.

Perhaps some one will say that I have torn down one method (I hope I have) but have not built up another. In my next article I shall suggest some plans which I have tried successfully, some which I have observed skilfully used by others, and some that I have gathered from reading. These plans will not be at all new to many of you, but may be helpful to those for whom I am writing.

MARGARET W. SUTHERLAND.

### GRADED COURSE IN ARITHMETIC.

*Time for each grade, five months, or half a school year.*

#### I.

Learn to know, write, add and subtract numbers within a limit of 10.

Learn the meaning and use of the signs  $+$ ,  $-$ ,  $=$ .

#### II.

Continue practice in Addition and Subtraction.

Multiplication and Division, within a limit of 10.

Learn the meaning and use of the signs  $\times$ ,  $\div$ .

Simple concrete problems involving one operation.

#### III.

Addition, Subtraction, Multiplication and Division within a limit of 20.

Roman numerals to XX.

Concrete problems involving one or two operations.

## IV.

**Numeration and notation to 1000, taught objectively. Roman Notation to C. Addition, Subtraction, Multiplication, and Division within a limit of 50.**

**Practice addition of columns, "carrying tens."**

**Continue practice of concrete problems.**

## V.

**Numeration and Notation to 1,000,000.**

**Subtraction taught and illustrated, objectively.**

**Learn the terms, Minuend, Subtrahend and Remainder.**

**Practice in addition continued.**

**Multiplication and Division tables through the 7's.**

**Practice Multiplication and Division, neither multipliers nor divisors to exceed 7.**

**Concrete problems involving operations learned.**

## VI.

**Multiplication and Division tables completed.**

**Slate exercises in Multiplication and Division, neither multipliers nor divisors to exceed 12.**

**Terms used in Multiplication and Division.**

**Practice in Addition and Subtraction continued.**

**Concrete problems involving four fundamental rules. Single step analysis.**

## VII.

**Text-book—such as White's Intermediate, combining mental and written practice.**

**Notation and Numeration, Addition, Subtraction, and Multiplication, with much practice in rapid addition.**

## VIII.

**Fundamental operations completed, with much extra practice in Addition and Long Division.**

## IX.

**Continue practice in Addition and Long Division.**

**Properties of Numbers and Common Fractions. Mental and written practice combined.**

## X.

**Continue practice in Addition and Long Division.**

**Continue practice in Common Fractions.**

**Decimal Fractions and U. S. Money.**

## XI.

**Continue practice in Addition and Long Division.**

**Continue practice in Common and Decimal Fractions.**

**Compound Denominate Numbers.**

## XII.

**"Complete" Arithmetic, from beginning through Common Fractions.**

## XIII.

**Decimal Fractions and Compound Denominate Numbers.**

## XIV.

**Percentage, and applications to Profit and Loss, Commission, Insurance and Interest.**

## XV.

Applications of percentage completed.

Whole subject of Percentage reviewed.

Ratio and Proportion.

## XVI.

Powers and Roots.

Whole Subject reviewed.

## NEXT AT SANDUSKY.

→ The Executive Committee of the State Teachers' Association held a meeting at Columbus on the evening of Dec. 26th, and the morning of Dec. 27th.

Sandusky having extended a very cordial invitation to the Association to hold its next session there, and arrangements having been promised that seemed very satisfactory, it was unanimously agreed that the next meeting should be held in that city, June, 26, 27, and 28. It was decided that the papers read before the Association should be limited to thirty minutes in length. This rule, however, is not to apply to the annual address, the inaugural addresses, or the evening papers.

One evening is assigned to the Ohio Teachers' Reading Circle, and the Executive Committee of that Circle will prepare the program for that evening.

Gov. Foraker has promised, if possible, to be present at some session of the Association and speak a few words to the teachers. He does not wish, however, to be placed on the program for an address as he has not time to prepare one. The following are the subjects that have been chosen for consideration:—Township Supervision, Training for Citizenship in our Public Schools, The Buckeye Centennial, The County Teachers' Institute, Primary Instruction (exact statement of subject not determined), The Examination and Promotion of Pupils, Report of Committee on Harmonizing College and High School Courses of Study, Defects in the Public Schools of Ohio.

One or two persons have been appointed to open the discussion of each paper; but it is earnestly desired that many members consider these subjects beforehand and come prepared to help along in their careful study.

Up to date of writing, Jan. 14, the following persons have agreed to the placing of their names on the program:—Commissioner E. T. Tappan, Supt. R. W. Stevenson, Supt. J. J. Burns, Supt. Alston Ellis, Dr. Samuel Findley, Supt. J. C. Hartzler, and Supt. H. N. Mertz. Other names just as good will be added to this list; but it is deemed best to withhold them until answers are received to the invitations which have been extended.

The Executive Committee is now ready for congratulation upon its good work.

MARGARET W. SUTHERLAND,

Sec. of Ex. Com. of O. T. A.

## STATE CERTIFICATES.

The following are the names of the successful applicants before the State Board of Examiners, at a meeting held at Columbus, December 27, 28 and 29, 1887.

**LIFE CERTIFICATES:**—Lida Baldwin, Niles; Kate R. Blair, Marion; Lauretta Barnaby, Salem; J. W. Pfeiffer, Bolivar; John A. McDowell, Millersburg;

W. E. Lumley, Perry; W. O. Bailey, La Rue; David N. Cross, Moscow, Total, 8.

**TEN YEAR CERTIFICATES:**—Alice C. Ackley, Moscow; Ida L. Baker, Woodville; Eva B. Cowan, Lebanon; Gertrude Jones, New Vienna; Jeannette Shields, Newark; Harriet E. Stevens, Newark; Mary E. Stevens, Lebanon; Clara Wheatley, West Alexandria; James L. Young, New London; J. W. Wood, New Carlisle; G. T. Whitney, Fitchville; Charles J. Weeks, Dover; John V. Webb, Salem Center; O. L. Watkins, Etua; J. O. Versoy, Vermillion; A. E. Taylor, Springfield; T. C. Taylor, Lockbourne; I. N. Van Tassell, Haskins; Frank W. Stoll, Green Camp, John D. Shoop, Bloomingsburg; Charles A. Shaw, Canton; Grant Sheller, West Sonora; W. A. Sager, La Rue; E. E. Roberts, Edinburg; Charles S. Richardson, Barnesville; E. E. Richards, Hillsboro; I. Franklin Patterson, Steubenville; W. W. Pennell, Eastwood; S. E. Pearson, Piqua; J. E. Ockerman, Frankfort; George A. Nelson, Plainville; Hugh A. Myers, Berlin Heights; A. T. Moore, Conover; W. Allison Monroe, Newark; W. H. McFarland, Springfield; E. E. Marshall, Circleville; D. K. Luthy, Jerusalem; John A. Long, Lockbourne; Harry S. Latham, Columbus; C. A. Krout, Plattsburg; George Krichbaum, Canton; Charles A. Kizer, Dalton; E. E. Helman, Canton; C. W. Gilgen, Orrville; W. G. Garvey, Hopedale; James W. Fisher, Midland City; W. S. Earseman, Hanoverton; E. H. Colvin, Spring Valley; Benjamin F. Buxer, Beach City; J. M. Bunger, El Dorado; W. H. Brate, Westchester; E. K. Barnes, Walbridge; A. A. Bartow, Sandusky; L. L. H. Austin, Zanesville. Total, 54.

The total number of applicants was 91.

The next examination will be held at Sandusky, O., on June 29 and 30, and July 2, 1888, in the High School rooms.

ALSTON ELLIS, Clerk.

# O. T. R. C.

**MR. EDITOR:**—I desire to acknowledge through the MONTHLY the receipt of the following sums for membership fees since my report of Nov. 19th, 1887:

Nov. 22.	—J. W. Stauffer, Canton, Stark Co.....	\$ .50
"	29.—Miss Eva Robb, New Richmond, Clermont Co.....	3.25
"	29.—E. G. Chamberlin, Dudley, Noble Co.....	7.00
Dec. 5.	—G. J. Graham, Xenia, Greene Co.....	2.25
"	12.—Lester L. Nave, Massillon, Stark Co.....	.25
"	14.—Sebastian Thomas, Ashland, Ashland Co.....	.25
"	14.—Miss Eva Robb, New Richmond, Clermont Co.....	1.50
"	17.—Miss Mary A. Sheaffer, New Berlin, Stark Co.....	.25
"	24.—W. O. Bailey, La Rue, Marion Co.....	2.25
"	24.—Miss Eva Robb, New Richmond, Clermont Co.....	2.75
"	25.—M. S. Webster, Syracuse, Meigs Co.....	1.00
"	30.—Miss M. W. Sutherland, Mansfield, Richland Co.....	4.00
Jan. 10, 1888.	—J. W. Shafer, New Bedford, Coshocton Co.....	.25
"	12, " —Supt. S. Thomas, Ashland, Ashland Co.....	1.25
"	17, " —E. G. Chamberlin, Caldwell, Noble Co.....	3.50
Total.....		\$30.25

E. A. JONES, Treas. O. T. R. C.

The following persons have received diplomas since my last report:—Supt. Charles Nease, Greenville, Mich., formerly from Meigs County in this State Geo. H. Bailey, Xenia, Greene Co.; Mrs. Royal Church, Harrisonville, Meigs Co.

The History of Ohio, prepared by Prof. Geo. W. Knight, of the Ohio State University, and published under the direction of the Ohio Historical Society, will be ready by Feb. 1. The price of the book will be fifty cents. It will be furnished through the regular trade, or orders may be sent to A. A. Graham, Esq., Sec. of the Hist. Society.

The Board of Control will have a meeting in Columbus at some time in the month of February, probably the twenty-second.

The Board is anxious to provide such a Course of Reading as will best meet the wants of the teachers of the State.

Those members who have taken the entire Course are the best able to judge of its value and to point out its defects.

We shall be pleased at any time to have the opinion of such members in reference to the work.

Any candid criticism of the Course, as thus far arranged, and any suggestions for the future, will be presented to the Board and will receive careful consideration at its next meeting.

E. A. JONES,

Cor. Sec. O. T. R. C.

*Massillon, Ohio, Jan. 20, 1888.*

## EDUCATIONAL INTELLIGENCE.

—Ohio University, at Athens, has more students now than at any time in the last twenty years.

—The teachers of Darke Co. met at Arcanum, January 14. We infer from the program that a good time was had, but we have no report.

—The Erie County Teachers' Association held a meeting at Sandusky, Jan. 14. A good program was provided, but no report of the proceedings has reached us.

—The Jackson Township (Wood County) Board of Education has recently elected a superintendent—the first in the county. The good work goes on. May there be many more to follow.

—"The Old Northwest" is the title of an important work by Dr. B. A. Hinsdale, now going through the press of Townsend Mac Coun, 150 Nassau Street, New York. It will be complete in one octavo volume, with maps, and sold at \$2.50.

—The Monroe County institute, held during holiday week, was characterized by unusual life and enthusiasm. Supt. Hartzler and Prof. Ridge were the instructors. Five evening sessions were held. The court house was filled at every session.

—Superintendent Geo. W. Welsh, in his last annual report to the Lancaster (O.) Board of Education, recommends such a modification of the course of study as to require one year more (making nine years) of preparation before entering the high school.

—*The Academy*, a Journal of Secondary Education, published at Syracuse, N. Y., offers a prize of fifty dollars for the best essay on Science in Secondary Schools, not to exceed 5000 words. Manuscripts must be received at the office of *The Academy* on or before March 15, 1888.

—The Township High School at Jackson Center, O., under the management of Job Hill, will graduate at the close of the present term a fine class of seven boys and three girls. This is the only Township High School in Shelby County, and though only in the second year of its existence, it is very prosperous.

—We have been informed that Senator W. M. Stewart, of Nevada, will introduce a bill in Congress authorizing the expenditure of a large sum for the establishment of a National Normal School at Washington. It is expected that the project will receive attention at the approaching session of the Department of Superintendence, at Washington.

—TOURJEE'S TOURS IN EUROPE, for the past ten years, have met with remarkable success. How to increase their attractions has been a constant study, and experienced travellers can hardly suggest anything for their improvement. So much is furnished for the time occupied and for the price charged that travellers wonder at the possibility.

—A new Albaugh Bill is before the General Assembly. In its main features it is similar to the old one. It abolishes sub-directors and provides for a township board consisting of one member elected by each sub-district. A feature of the new bill not in the old is a provision for the discharge of an incompetent or immoral teacher by a majority vote of the parents and guardians of the district.

—The next annual session of the Summit County teachers institute will be held at Akron, beginning July 16 and continuing four weeks. The first three weeks will be devoted to normal class instruction, under Supt. J. C. Hartzler, of Newark, and Supt. Fred'k Schnee, of Cuyahoga Falls. The last week will be devoted to lectures by Supt. E. A. Jones, of Massillon, and Supt. E. F. Moulton, of Warren. W. A. Morton, Pres., Lillie Taylor, Sec., M. S. Kirk, Treas.

—A meeting of the Department of Superintendence of the National Educational Association will be held at Washington, D. C., Feb. 14, 15, 16, 1888. The Ebbitt House will be headquarters and will entertain members at \$2.50 a day. Manual Training, County Institutes, Elocution, How Determine Qualifications of Teachers? Normal Schools, Normal Training, and National Aid to Education, are the leading subjects to be considered. C. C. Davidson, Alliance, O., is Master of Transportation.

—The South Western Ohio Teachers' Association will hold a session in the High School Building at Hamilton on Saturday, Feb. 25.

The meeting will open at 10 o'clock A. M., and will be addressed by Supt. A. C. Deuel, of Urbana; Miss Hall, Principal of the Dayton Normal School; Supt. Charles F. Dean, of Glendale; Supt. S. T. Dial, of Batavia; Supt. J. P. Sharkey, of Eaton; Prof. V. J. Emery, of the Germantown High School, and others.

—A meeting of the Butler County teachers' association was held at Hamilton, Jan. 28, with the following program :

"The Old Man of the Sea" .....Supt. T. A. Pollok, Miamisburg.  
 "Classical Literature and Its Value" .....Supt. A. B. Johnson, Avondale, O.  
 Vocal Solo..... Winnie Sullivan.  
 "Helps and Hindrances" .....Supt. J. P. Sharkey, Eaton, O.  
 "The Buckeye Centennial" .....Supt. J. J. Burns, Dayton, O.

—The following topics have been selected for the general sessions of the next National Teachers' Association, subject to possible modifications :

1. Literature in the reading courses of the public schools. 2. How can our schools best prepare law-reverencing and law-abiding citizens? 3. Current criticism of our school system, and what answer. 4. "Practical" education. 5. The relation of the State to school books and appliances. 6. What is needed in our educational system to secure respect for common labor, or wage-working? 7. Spelling reform.

—The schools of Cambridge, O., seem to be very prosperous under Supt. O. T. Corson's administration. A new school house, to cost fifteen thousand dollars, is under way and will be completed next summer. With an attendance of 840 pupils there were only six cases of tardiness in December, and half of January passed without a case. Teachers, pupils and parents are working in harmony, all feeling that a good year's work is being done. The high school is conducting a successful course of popular lectures, the proceeds to be used in starting a school library.

—The annual meeting of the North Eastern Ohio Teachers' Association will be held in the rooms of the Cleveland Board of Education, on Saturday, Feb. 11, commencing at 10:30 A. M., and continuing through one session.

The following program has been prepared :

REV. ANSON SMYTH.....Samuel Findley, Akron.  
 Science Elements in Undergrades.....I. M. Keyser, Leetonia.  
 The Beginning and Course of Our Civil War.....A. A. Bartow, Sandusky.  
 Election of Officers.

H. C. MUCKLEY, W. V. ROOD, E. H. STANLEY, Executive Committee.

—The annual meeting of the Association of Ohio Colleges was held at Athens, Dec. 26 and 27, 1887. In the absence of presiding officers, the first session, on Monday evening, was called to order by Prof. W. D. Shipman (Buchtel College), of the executive committee. Pres. Scott, of the Ohio State University, was called to the chair.

The session was occupied mainly by matters of business. Gen. Hurst presented the claims of the Centennial celebration of '88. He dwelt upon the greatness of the approaching occasion and made a strong plea for that part of the intellectual exhibit in which the colleges are concerned. It would be a sight to swell one's soul to see the army of young men and women who are the students of the Ohio Colleges, under the lead of their teachers, in attendance during a part of one week. They could remain at a nominal cost in the G. A. R. barracks, picnicking in delightful style. He would recommend the plan. He spoke further of the plans for contests, and for comparing the old

with the new, promising that we should see the real log school-house of the last century.

The matter was referred to a committee consisting of Pres. Super, of Ohio University, Prof. Haywood, of Otterbein, and Prof. Knight, of Ohio State University.

A committee on permanent organization was appointed consisting of Prof. Derby, of the O. S. U., Pres. Long, of Antioch, and Pres. Devol, of Kenyon.

On Tuesday morning the Association was permanently organized by retaining Pres. Scott in the Chair, and imposing the duties of treasurer upon the secretary, Prof. Hoover, of the O. U.

Then followed an earnest paper by Prof. C. H. Ehrenfeld, of Wittenberg, which was discussed by Prof. Peckham, of Hiram College, Prof. Derby, Pres. Long and Prof. Gordy, of O. U.

Prof. W. B. Chamberlain, of Oberlin College, followed with "Rhetorical Studies and Literary Work in College." The subject was discussed by Prof. B. Perrin, Adelbert College, Prof. Knight, Prof. Sudduth, Pres. Long, and Prof. King.

The committee on centennial observance reported, recommending an exhibit in codex form, containing general statements in regard to each college, and smaller codices with details, and photographs of buildings, exterior or interior. The matter was referred to the executive committee.

"Claims of Classical Archæology on Classical Teachers," was treated briefly by Prof. Perrin, and further discussed by Prof. Steele, Antioch College, Pres. Super, and Prof. Schilling, of Wittenberg College.

A paper on "Geology and Mineralogy in our Colleges" was read by Prof. J. F. James, of Miami University, and discussed by Profs. Wells and Hendrickson, of Antioch College.

"The Elective System with Us; What We Do and What We Think," was the subject of a symposium the last evening.

Pres't Eaton, of Marietta, was chosen President, Dr. O. Cone, of Akron, Vice President, and Prof. L. H. McFadden, of Otterbein, Secretary and Treasurer, for the ensuing year.

Next year's meeting will be held at Columbus, when it is hoped there will be a larger attendance. C.

—N. W. O. T. A.—The nineteenth annual session of the North-Western Ohio Teachers' Association was held at Fostoria, Dec. 26, 27 and 28.

The session commenced Monday evening, with a reunion, followed by a lecture by Rev. H. A. Balcom, Supt. of Sandusky schools. His subject was "Politics a Factor in Education." The lecture was very able, and was highly complimented.

Tuesday morning, the Association proper was called to order by J. A. Pittsford, Chairman of Ex. Com. Ex-Gov. Foster welcomed the Association in a brief address, in which he took the ground that the public should support no grade of school higher than the Grammar grade. His address was responded to by Prof. H. S. Lehr, in an able manner.

The president-elect, Supt. J. M. Greenslade, of Lima, was then introduced and delivered his inaugural, taking as a subject, The Teacher's Professional Relations to the Parents of his Pupils.

Supt. W. V. Smith, of Rawson, then read a paper on "Some Abuses and Remedies of our Country Schools." It was fully discussed by Supts. Zeller, Weaver and Withey. The afternoon session opened with an off-hand address (previously prepared, of course), on "History in Words," by Supt. C. C. Miller of Ottawa. It was followed by "An Educational Resume," by Supt. F. M. Ginn, of Clyde. Many of his ideas were new, but they were clothed in crisp and entertaining language. Discussed briefly by Prof. A. E. Gladding, of Fostoria Academy. Supt. W. W. Weaver, of Napoleon, followed with a paper on "Trash and Glory." He said, "The tendency of many schools at present is to work for display, overlooking thoroughness and practical results." Discussed by Supts. Warner, of Bellevue, and Jackson, of Fostoria. Supt. Crouse, of Marion, being absent, on account of sickness, the Executive Committee substituted Prof. Wright, who read a very interesting paper on "The Future Teacher." In the evening a very large and appreciative audience greeted Supt. F. M. Hamilton, of Bucyrus, who delivered his lecture "Across the Continent." The lecturer spoke without manuscript or notes, and held his audience spell-bound for nearly two hours.

The session opened Wednesday morning with a class exercise in Reading by James Hays, teacher in D Primary department of Fostoria schools. His ideas were fresh and original, and the exercises were highly appreciated. Supt. C. W. Williamson, of Wapakoneta, read a most excellent paper on "Methods of Instruction in the Public High School." Discussed by Supt. Jackson and Prof. Wright. "Development of Thought Power in School Work," was presented in a masterly manner, by Prof. M. J. Ewing, of Ada Normal School. It was one of the best papers presented, and was ably discussed by Supt. Zeller. Next followed a paper on "The Boys and the High School," by Supt. D. E. Niver, of Bowling Green. Two many boys leave before completing the course. The paper contained many excellent thoughts. Discussed by Supts. Williamson and Rev. Latchaw. Mrs. M. E. Zartman, Principal of Tiffin High School, read a paper on "Our Work." Discussed by Supts. Bliss, Beechy, and Ginn. Supt. Search, of Sidney, being unavoidably absent, Rev. Latchaw, President of Findlay College, read a very interesting and instructive address on "The Nature and Benefits of Discipline," which was well received. The paper was discussed at length by Supts. Jackson and Ginn, and Revs. Biggs and Neff.

The following resolution was adopted :

That the present General Assembly of the State of Ohio be requested to enact the township system into a law which will bring about the following results :

First, uniform length of term ; second, uniformity of text-books ; third, a clearly defined but flexible course of study, and fourth, a board with executive authority and with responsibility.

The officers for next year are as follows: President, W. T. Jackson, Fostoria; Vice-President, W. W. Weaver, Napoleon; Secretary, F. M. Ginn, Clyde; Executive Committee, J. W. Zeller, Findlay; C. W. Williamson, Wapakoneta; J. W. Knott, Tiffin.

The next meeting will be held in Findlay, Dec. 26 and 27, 1888.

The Association sadly missed the faces of Supts. Ellis and Knott. P.

The superintendents' and principals' Round Table at Warren, Jan. 13 and 14, was an interesting and profitable occasion. There were present E. F. Monjon and C. P. Lynch, Warren; F. Treudley, J. A. Leonard, F. J. Roller, and G. W. Alloway, Youngstown; J. A. Cooper, Edinboro, Pa.; J. W. Cannon, Sharon, Pa.; F. M. Bullock, New Castle, Pa.; L. T. McCartney, Sharpsville, Pa.; I. M. Clemens, Ashtabula; Samuel Findley, Akron; G. W. Henry, Leetonia; J. D. McCalmont, Rock Creek; W. N. Wight, Niles; J. J. Jackson, Garrettsville; John E. Morris, Greenville, Pa.; F. O. Reeve, North Bloomfield; A. W. Kennedy, Girard; L. W. Hodgeman, Newton Falls; A. A. Prentice, Mineral Ridge; A. B. Stutzman, Kent; L. L. Campbell, Hubbard; T. H. Bulla, Cortland; Edward Truman, Nelson; M. A. Kimel, Poland; W. H. Gallup, Brier Hill; and perhaps others whose names were not reported.

Supt. Treudley was made moderator, and Supt. Bullock, scribe.

All the discussions were conversational and informal. Questions were asked and answered with the utmost freedom, and the time was fully occupied. Teachers' Meetings was the first subject taken up. The conference on this topic took the form of an experience meeting, in which much valuable experience was related. It seemed to be conceded that a leading object of the teachers' meeting is to beget a good professional spirit and maintain the courage and enthusiasm of the corps of teachers.

The second topic was Professional Reading. This was very freely discussed, in several phases. There was no dissent from the sentiment expressed by Prin. Cooper, of the Edinboro (Pa.) Normal School, that the most meager outfit of a teacher to be thought of in this direction is one good educational periodical, two or three good books on teaching, one good general newspaper and one good literary magazine. "What books have helped you most?" a question proposed by the Chair, brought out the following: Page's Theory and Practice, Abbott's Teacher, Wickersham's School Economy and Methods of Teaching, Fitch's Lectures, Northend's Teacher and Parent, Hart's In the School Room, Payne on Supervision, Garvey's Human Culture, Trumbull's Teachers and Teaching, White's Pedagogy, Spencer, Bain, Parker, Sheldon, Holbrook, Calderwell, Todd, Hugh Miller.

A Graded Course in Arithmetic, submitted by Samuel Findley (printed elsewhere in this number at the request of the Round Table) was discussed at some length, and laid over for further consideration at a future meeting.

Examinations and Promotions was the next question. The discussion was opened by Supt. Stutzman, of Kent, and heartily participated in by nearly every one present. The following points in favor of examinations were made: The unity of our work hinges on them. They give the judgment of superintendent and teacher. When disputes arise as to promotions, the figures can be shown. Questions should be definite. Teachers' judgments as to promotion of pupils are not always correct, therefore examinations by superintendent are necessary.

Some favored no written examination for those pupils who by daily or other record reach an average of 85 percent; some favored examinations at end of term, and others favored two examinations a term. Five or six favored daily class records, but the great majority did not. In favor it was said that the daily record gave the daily judgment of the teacher. The teacher's judgment

on promotion day may be wrong and it is better to have the average of the daily judgments. It creates uniformity of study and gives a uniform record of pupil's work.

Against daily records it was urged that it hampers the teacher in the recitation, compelling her to give two-thirds of her energy and thought to the marking, leaving only one-third for real teaching. It was also urged that the proper time to test and give credit for a pupil's work was not within a few minutes or hours after the lesson had been studied, but days or weeks after.

At this stage of the meeting several had to leave and a short experience meeting was indulged in. Everybody said that he was glad he came and that had had a profitable time. It was decided to hold another meeting March 9 and 10 at Youngstown. The Executive Committee is Supts. Campbell, Bullock, McCartney, Stutzman and Clemens. Supt. J. J. Jackson was appointed Treasurer.

The question of percent of attendance was discussed by those who remained and it was almost unanimously decided that a good many lies had been published in reports about this matter. The question of tardiness also came up and it was decided that a distinction should be made between *late* and *tardy*.

Supts. Treudley, Moulton and Jackson were appointed a committee to consider when a pupil should be marked *withdrawn* on the school roll.

Supts. Campbell and Wight were appointed a committee to examine the school law of Ohio to see whether or not a parent has legal right to select the studies his child is to pursue; that is, has a parent the legal right to say, "My child shall *not* study grammar?" The various committees will report at next meeting.

—MEETING OF SCHOOL EXAMINERS.—The State Association of School Examiners met in the hall of the Columbus High School, Dec. 28, 1887. President A. C. Deuel called the Association to order. R. W. Stevenson, of the executive committee explained that a list of questions for discussion was not included in the call for the meeting, believing that there would be more freedom of discussion if the questions were proposed by the examiners present.

Dr. Tappan being called upon to suggest topics, presented the following:

1. That it be provided that the term of office of examiners expire Aug. 31.
2. That the fees collected by State examiners be paid into the State treasury and the examiners be paid from the treasury.
3. How enforce the rule excluding teachers in normal schools from the office of School Examiner?
4. Question of grading certificates, (1) as to time, (2) as to schools.

Resolution by Mr. Boyd: That we urge the legislature to provide for the expiration of the term of County and City Examiners at the end of the school year, the examiners to be so appointed that the term of one examiner shall expire each year, and that they be required to make their report directly to the State School Commissioner. Carried.

On motion, a committee of five was appointed to urge the recommendations of this body on the Legislature, consisting of A. B. Johnson, Avondale, O.;

W. W. Pennell, Brown County; C. W. Bennett, Piqua, O.; F. S. Fuson, Mechanicsburg, O.; J. W. McKinnon, London, O.

Resolution by Mr. Powell: That a proper interpretation of the School Law permits examiners to extend the time for examination for one certificate, to two or three successive examinations within the same quarter.

The resolution was amended by inserting "does not" before "permit examiners," etc. The resolution as amended was adopted.

Resolution by Mr. Shawan: That the law permitting the State Board of Examiners to grant ten year State certificates be so amended as to permit the granting of three grades of life certificates, as follows: First, a grade of certificate for teaching common and higher branches. Second, a grade of certificate for teaching the common branches, and third, a grade of certificate for teaching Primary Schools.

Resolutions by Mr. Parker:

1. That we recommend that the law be so amended as to require the State Board of Examiners to pay the examination fees collected from applicants for State certificates into the State Treasury, and that the examiner be paid a specified sum from the State Treasury.

2. That in case an amendment to the law in accordance with the above recommendation be made, we recommend that the fee required of an applicant be changed from five to three dollars. Adopted.

Resolution by Mr. Van Tassel: That the subject of Physiology be added to the list of subjects required by law to be taught in the Common Schools of the State.

This resolution was so amended as to add the subject of English Literature. The resolution, as amended, was adopted.

Resolution by Mr. Bennett: That boards of county examiners be granted power by law to compel the testimony of witnesses in cases involving the revoking of certificates. Carried.

A committee to nominate officers was then appointed, consisting of W. W. Pennell, J. W. Wood and Henry Whitworth.

Mr. Stevenson introduced a resolution to the effect that the unjust discrimination against the teachers in cities of the second class in regard to length of certificate should be repealed.

It was moved by R. W. Stevenson that it is the sense of this body that the efforts of the State Commissioner of Schools to change the present sub-district system of schools shall have our hearty support. Unanimously adopted.

On motion, the State School Commissioner was asked to send a copy of the proceedings of this meeting to each board of examiners in the State.

The Committee on Nominations reported as follows: President, J. A. Shawan, Mt. Vernon; Secretary, E. P. West, New Vienna; Ex. Com: R. W. Stevenson, Columbus; Sebastian Thomas, Ashland; C. W. Bennett, Piqua.

This report was unanimously adopted, and the Association adjourned.

D. R. Boyd, Sec.

A. C. Deuel, Pres.

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## PERSONAL.

—E. H. Webb, of North Fairfield, O., received from his high school pupils a fine rosewood writing desk.

—John McBurney, of the *Ohio Teacher*, has been dangerously ill, but we are glad to learn that he is recovering.

—Anna L. Essick, a successful teacher in the Alliance schools, recently resigned her position to become the wife of Dr. J. J. Chambers, of Salt Lake City.

—D. P. Pratt, recently in charge of schools at Collamer, O., is now at the head of the schools at Paris, Ky. His salary is \$250 more than it was at Collamer.

—Supt. O. T. Corson, of Cambridge, has been re-elected at a salary of \$1500, an increase of \$150. The Cambridge Board seem disposed to take time by the fore-lock.

—N. P. Davidson is teaching his third year at West Carrollton, O., assisted by Misses Anne Christman, Florence Ross, and Anne Rohrer. The schools are in a prosperous condition.

—Dr. E. E. White completely captured his large audience. It was the best address ever delivered in Lansing. It was logical, interesting, forcible, and eloquent.—*Michigan Sch. Moderator.*

—A lady of several years successful experience in grammar school work desires an engagement, to take effect at the beginning of any school month. She is well recommended. Address the editor of this journal.

—The cause of popular education in the South has lost one of its ablest and truest friends in the death of Gustavus J. Orr, State Superintendent of Instruction in Georgia. He has been called the father of the Georgia school system.

—A sore bereavement has befallen our brother, N. L. Glover, teacher of music in the Akron schools these many years. Mrs. Glover died of Bright's disease, Jan. 12, 1888, leaving to her husband the care of their four children, the eldest of whom is 13 years old. Prior to her marriage, Mrs. Glover, then Miss Kate Morledge, had charge of the musical instruction in the Canton schools. She was a woman of rare excellence of character. She lived a beautiful life and died a peaceful and happy death. Her husband's testimony is that in the fifteen years of their married life he never knew her to lose self-control or to manifest impatience; and the universal testimony is that she was never known to speak evil of any one. Many of our readers will remember Mr. Glover as the leader of the choir that furnished the excellent music at the last meeting of the State Association.

—Miss Lillie Rice, a graduate of the Akron High School, and for ten or twelve years a successful teacher in the Akron schools, died Jan. 17, 1888, after a lingering illness. From resolutions prepared by a committee composed of representatives from all the different school buildings, we select the following just tribute to her memory:

"In the many years of our association with her in school work, we ever found her a cheerful, bright and faithful worker, who, by her sunny disposition and ready repartee, lightened what would otherwise have been weary hours of care and perplexity incident to her profession. She possessed in a marked degree the elements of success—earnestness, conscientiousness, and the ability to endear herself to her pupils and to all within the circle of her acquaintance. Her memory will be long cherished by us, remembering her devotion to her work and her faithfulness to her friends."

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### CONDITIONS OF PSYCHICAL DEVELOPMENT.

BY ELMER H. STANLEY.

9

#### III. INDIVIDUAL.

Besides the powers which were outlined in the first article of this series, and besides the body as the physical basis through which they act and develop, as presented in the second, each human being has peculiarities, psychical as well as physical, that distinguish him from all others. No two souls resemble each other in their thoughts, feelings or volitions more than do their bodies in appearance. Something then must cause each soul to think and feel, and act in certain forms rather than in any of the myriad others conceivable, and it is that that we wish to consider in the present article. Its importance is manifest when we observe that we are dealing with that which gives each soul its individuality, and that the teacher can succeed in any worthy sense only as he understands the individual nature and can minister to its proper growth.

What, then, constitute the psychical peculiarities of human beings?

Attention has already been called to the differences in the abilities with which men are endowed. To one He gave many talents, to another few, and from this diversity of gifts arise the various degrees

of strength, from the puny powers of the pigmy to the mighty powers of the giant soul, and also that endless variety in the relative strength of each soul's various powers.

In each, however strong or however weak, the intellect, or the feelings or the will may predominate, and the intellect, whatever its strength, may be strongest in perceptive power, or in memory, or imagination, or judgment, or reason, and the feelings, whatever their intensity, may be strongest in the line of the physical, or intellectual, or æsthetic, or social, or ethical, or religious, and even in the line of some one under the dominant class, as a soul whose feelings are strongest in the line of the social may have its greatest power in the line of love, or sympathy, or vanity, or selfishness.

But besides its allotted abilities, which may be used and developed, or neglected and lost, each soul has its gift determining the application of its powers, or at least qualifying it for certain kinds of action or for special success in some particular employment.

Paul tells us that to one is given through the Spirit the word of wisdom, to another the word of knowledge, to another faith, to another gifts of healing, to another workings of miracles, to another prophecy, to another discerning of spirits, to another divers kinds of tongues, and to another the interpretation of tongues. In the next place, souls differ in temperament, "by which", says Lotze, "we understand nothing more than the differences, in kind and degree, of excitability for external impressions; the greater or less extent to which the ideas excited reproduce others; the rapidity with which the ideas vary; the strength with which feelings of pleasure and pain are associated with them; finally, the ease with which external actions associate with these inner states themselves." Concerning them he says further: "Immeasurably different as the temperaments, in this meaning of the word, are, nevertheless, the four well known ones may be mentioned as the most definite types: the sanguine, with its great rapidity of change and lively excitability; the phlegmatic, with slightly varied and slow, but not on this account weak, reactions; the choleric, with one-sided receptivity and great energy in single directions; instead of the melancholic and preferably, the sentimental,—distinguished by special receptivity for the feeling of the value of all possible relations, but indifferent toward bare matter of fact."

To a certain degree the common impressions from without produce a common play of feeling and give similarity to the train of associated ideas, but in each is something characteristic as to the mode, the intensity, the speed with which these impressions arise when the stimu-

### *Conditions of Psychical Development.*

These acts, then combine with one another and so provoke feeling or regulate ideas.

Now these differences with those of taste and disposition are the chief psychical characteristics which are not the result of training or environment, or which are not so intimately connected with the bodily structure and peculiarities as to render their treatment impracticable except in connection therewith. The soul's powers may be strengthened, the taste developed, the disposition cultivated, and the temperament transformed, but all, no doubt, belong to the personal constitution, for they manifest themselves long before training or environment could produce them, and maintain themselves long after training and environment have conspired to change them. As to the origin of these differences there are two extreme views: (1) That all are due to the physical basis, all souls being created alike, and (2) that all are the result of that infinitely various touch of the Creative hand which leaves its impress on all His visible handiwork.

The first position is out of the question and one that no wise man now holds.

The second is possible, for the soul or spirit as given by God might be the builder of the body, fashioning it after its own inherent constitution, but probably no such procedure takes place.

The reasonable view is that, when according to the physical laws of nature the germ of an organic being is formed, God begets from himself, as a consistent supplement to such physical fact, the soul belonging to this organism.

This soul in itself is like no other, and the body in which it is placed, with its inherited peculiarities, with its sexual and tribal characteristics, and with its constitutional laws of growth and activity, must from the very nature of the relation it sustains to the soul exert a marked influence in its development, and hence enter as an important factor in determining its individuality. The influence of the body is seen clearly in the change in the disposition of the soul caused by abnormal physical conditions and by certain diseases. The loss of a night's rest greatly interferes with the soul's activities on the following day; chronic dyspepsia produces a settled melancholy; while a fevered body sets the "train of memory's images and fancy's creations into accelerated movement or throws it into wild confusion. But whether any of these peculiarities have their source in the body or not, one can undoubtedly learn much of the individual nature of the soul by a study of its physical organism. One who is familiar with horses can tell almost to a certainty the disposition and general character of each he sees, and every teacher who has carefully observed his pupils

knows that he can from the body learn much of the disposition and temperament of each. When he sees one with large head, small abdomen, fine hair, clear skin, delicate figure, bright expressive eyes, he knows that the soul within is very active, with a vivid imagination and deep feeling, often slow to bestow confidence, but usually honest and open-hearted. When he sees one with round full muscles, fair skin, auburn or red hair, blue eyes, etc., he expects the soul to be ardent and lively in its feelings, quick in its passions, impetuous in its desires, prompt in its resolution and execution, and usually strong in its love for music, painting and kindred arts. When he meets a pupil of sallow complexion, dry skin, coarse hair, dark eyes, but with good muscular system, he finds him ambitious, patient, persistent, self-reliant, given to enlarged plans and difficult enterprises. He may be morose and cruel, and, like the one first described, needs the most careful treatment. If the abdomen is large, the body fleshy, hair light, expression languid, eyes dull, etc., the soul will act sluggishly but will be patient, self-reliant, deliberate and not inclined to agitation or turbulence. "No one ever saw fat men heading a riot or herding together in turbulent mobs."

Shakespeare understood this when he represented Cæsar as saying :

"Let me have men about me that are fat;  
Sleek-headed men, and such as sleep o' nights:  
Yond' Cassius has a lean and hungry look;  
He thinks too much; such men are dangerous."

And again;

"'Would he were fatter:—But I fear him not:  
Yet if my name were liable to fear,  
I do not know the man I should avoid  
So soon as that spare Cassius."

But the body indicates more that is of vast importance to the teacher. Closely allied to the differences of temperament are those of national peculiarities. The souls of one nationality differ from those of the others, and the body, whatever its influence in causing these differences, represents them to the eye. Again, the body shows, approximately at least, the stages of life—a question of great concern to the teacher. In childhood, the stage of moral minority, the body is yet master over the soul and the soul is more guided than self-guiding. In the transition stage, the soul begins to assert itself and morality appears under the form of free obedience. In the stage of moral majority, the soul has come into possession of itself and should be taught to work out its highest, noblest ends. To do this it must not only inhabit and use the body but must subdue and transform it. The character of the training should therefore vary according to the stage

of the child's life, whatever the progress already made. One would not teach even the alphabet to a young man of twenty just as he would teach it to the child of six. Again, the sex of the body indicates marked psychical differences, a part of which no doubt have their source in the organic differences of the sexes but most of which are as surely given by God. Says Ruskin: "The man's power is active, progressive, defensive. He is eminently the doer, the creator, the discoverer, the defender. His intellect is for speculation and invention; his energy for adventure, for war and for conquest, wherever war is just, wherever conquest necessary. But the woman's power is for rule, not for battle, and her intellect is not for invention or creation, but for sweet ordering, arrangement, and decision." The difference of the two sexes is not to be toned down but developed into perfect harmony. All education should therefore tend to make man manly and woman womanly.

Now, teacher, if you have not done so already, get the assistance of some honest friend and take an inventory of your powers and peculiarities. Are you chiefly feelings, as are most young teachers? If so, develop your intellect and will power, you will never succeed unless you do. Where the will is weak the school is disorderly and the examination papers poor. Are you mostly will and intellect? If so, warm up your nature by cultivating your feelings, not merely those most natural to you but all the worthy ones. Bridle your pride, vanity, selfishness, remorse, etc., and cultivate love, sympathy, humility, reverence, gratitude, faith, for you need all such as these. Is your taste depraved and your disposition evil? If so, cultivate and transform them. Is your temperament under perfect control? The sanguine tends to frivolity and lack of patience and courage; the choleric, to passionateness and revenge; the melancholic, to selfishness and narrowness; the phlegmatic, to indifference and indolence. See that yours does not hold you in servitude to any of these tendencies.

Subordinate it to your will as you have the power and as is your duty, and make yourself what you should be instead of remaining what you are. The temperaments must not be looked upon as posts, around which you and every other soul must go, but as an invaluable endowment which is to be morally shaped and used to the glory of God and man. "He who leaves his temperament unbridled cultivates not its virtue but its defects." Make yourself a full symmetrical soul in which there shall be found in due proportion the various intellectual powers, the will, and all the higher, nobler feelings.

After you have thus learned what your own stock is, take an inventory of that possessed by each of your pupils. It will help you won-

derfully in all the various phases of your work. You must understand the child before you can tell how to incite him to his best efforts or how to control him, and you certainly can not properly develop him and build up a symmetrical manhood unless you know his natural powers and his individual needs. You will find his body full of hereditary influences, passed along for generations, perhaps, and you can not expect to obliterate the evil ones in a day. But patience and eternal persistence in the right direction will work wonders in transforming the soul into that fuller, completer existence which it is able to enjoy, and will bring you a just reward. "In due season ye shall reap, if ye faint not."

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## SCHOOL EXPOSITIONS.

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BY HENRY G. WILLIAMS.

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There seems to be a barrier, high and fixed, between many country schools and the patrons of those schools. Neither teacher nor patron is entirely to blame for this state of affairs. In many localities there is a great misunderstanding of the motives prompting the actions of each. They do not know each other, consequently are not likely to labor to each other's advantage at all times. Parents are often slow to get into the spirit of co-operation, and teachers often fail to learn the true moral, social, and financial condition of the parents and their children. We must know each other better. The teacher must be as a brother to the parent, and each must labor for one common end. The homes and the schools must be more closely united, in order to carry on this work successfully.

But how can we as teachers bring about this closer union and sympathy? Is not this a question for the teacher to consider? It is frequently argued that the parent should take the more active part in striving to better the condition of the schools, as the good resulting therefrom is of more benefit to him than to the teacher. But will the professional teacher stand back and fail to do his duty because the parent fails to do his? Let us look at one of the ways in which the teacher may secure the attention of his patrons, and thereby secure their co-operation. I have reference to what I shall call the *exposition idea*. I shall endeavor to give the result of a few experiments.

I find there is more value in a written recitation than many teachers in rural districts are wont to think there is. I find many pupils who can stand against the wall and spell almost every word in the spelling-book with apparent ease, but who can not write a letter without mak-

ing many awkward blunders, and, may be, misspelling many simple words. They cannot write a composition upon the simplest subject. They can not write a negotiable note, nor can they correctly write a receipt, check, or a commercial paper of any kind. To write his address, the date, and properly sign his name, is an accomplishment of which not every high school pupil can boast. To remedy these evils, teachers must require more practice in these things, must have more written work in their schools. I do not claim that written work should be used to the exclusion of oral recitation, but I do claim that written work should be required often enough to enable the pupil to write out any lesson when desired, and be able to do it in a business-like way. When the child first enters school he should be taught to write his lesson. He can very soon be taught to print, and in a short time he feels that he has something to do that he *can* do.

Written spelling should not be neglected in the intermediate and advanced grades. Require at least one lesson a day to be written, and have the use of diacritical marks thoroughly understood. Require special preparation for at least one lesson a week, and collect the work of the class on this lesson. Have a well-arranged plan and follow it. At the close of the term, bind the work of each pupil separately, and in the order in which they were collected. The first page of your bound slips should tell the author of the work, the time used in preparation, and name of school and teacher, while each slip, after having been corrected, should bear the date of the recitation.

A similar, but more extensive plan may be adopted in penmanship. But is penmanship taught in the country schools of Ohio? I have no special liking for any series of books containing printed or engraved copies. A majority of parents in rural districts rebel against their use, because it costs too much to supply their children with a sufficient number of books to enable them to become good writers by practice. For this and other reasons I set all the copies for my school. I have recently finished a job of about 1500 copies. My plan is to have my pupils supplied with good foolscap, on which I write the copies. The books and copies are uniform in each grade. One-third of a page is written at a lesson, bearing the date just above the first line. All write at the same time. When a lesson has been written upon each copy, the class again begin at the first and so on, until they have gone through three times. These books are then properly covered and are ready for inspection. The observer may readily see the progress upon each page, if any progress has been made.

Almost every lesson in grammar should be a written one, at least in part, although a purely oral recitation may be required occasionally.

Collect the special written exercises once every two weeks and at the close of the term have each pupil's work properly bound, with proper statements upon the first page of cover. The parsing, which should be done in a tabulated way, and the analysis of sentences by diagram, may be bound together or separately, according to the teacher's taste.

The subject of arithmetic may also be treated similarly. Geography and history have their special fields for representation. Almost every school contains a few pupils who may be interested in map drawing without much effort on the part of the teacher, and whose natural aptness for the work enables them to execute good maps. These maps may be used in the classes in many ways, or they may adorn the walls of the room.

Had I the space I should like to speak more definitely concerning the nature and scope of certain charts that may be constructed by the classes in geography and history. A very extensive and exceedingly useful table may be made containing the principal points in the lives of the Presidents. To this might be added a tabular history of each of the principal wars, and tables showing the progress of inventions, natural resources, the financial condition of the government and the educational standing of her people. In geography, pupils may be taught to construct interesting tables concerning the States, and, the chief countries of the world, exhibiting facts about crops, mineral wealth, exports and imports, immigration, finances, etc., as well as many other facts not contained in the text-book.

These specimens of the pupils' work may be partially exhibited on stated days or evenings. Send the parents special invitations to come. Send the pupils work directly into the home, and parents will become interested. Arrange an interesting program of recitations, essays, songs, and readings, and make preparations to have a school exposition, and you will find that pupils and parents will alike enjoy it and be profited thereby. Try it. Do not be discouraged, but remember that to the determined teacher there is a wonderful inspiration in the difficulties of the schoolroom.

*Willettsville, O.*

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## SCHOOL GOVERNMENT.

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C. I. GRUEY.

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It is a somewhat common error to suppose that school discipline means simply an arbitrary enforcement of obedience to rules. That harmonious order which all know to be essential, must be the result of

such a wise ordering of all things, that industry on the part of the pupils and a proper respect for their enforcement will leave no time or inclination for disorderly conduct; else order is only secured by the supremacy of brute force, the effects of which are most degrading. The young can not be idle. It is contrary to nature. If useful employment is not provided mischief will surely prevail. And how can they be usefully occupied unless there is some one to lay out appropriate work adapted to the age and ability of the child?

It is not within the province of this paper to lay down a course of study, but a few general hints regarding it are in order. There must be such manifest system in this work that it will at once inspire within the pupil confidence in the wisdom of the teacher. A course of study properly arranged will give to each pupil just enough to do, and just such work as he can do with profit and interest to himself. And by a thorough system of examinations, his progress from month to month, from term to term, and from year to year, will receive a tangible recognition, inspiring him with a sense of mental growth, without which study becomes base drudgery from which he turns with disgust.

But merely learning lessons and reciting them is not all that we look for in the pupils of a well ordered school. A school is a mirror in which the teacher is reflected. Certain qualities there are which a teacher must possess if he would hope to see the same in his pupils; and each of which is, in its way, a power for the accomplishment of the desired end. A lack of promptness is one of the most persistent evils with which a teacher has to contend, and one of the most deadly enemies to good order. I will not stop to dilate upon the evils of tardiness, for they are too well known by every teacher. If you would have your pupils at school in time, be ahead of time yourself. Always be in your place ready to greet the earliest arrival with a friendly smile and an encouraging word.

Have a definite program for each day, giving a certain number of minutes to each recitation, and then work to it strictly. Never let one recitation encroach upon the time for another. When the time for dismissal arrives always be ready for it, and dismiss the pupils as promptly as you would have them come to order at the beginning of the session. Not only in school, but in your attendance at church, at lectures, everywhere, be a model of promptness.

Steadiness in working out plans is a virtue no less important. The teacher can exercise no true government without the confidence of his pupils, and nothing will destroy every germ of confidence sooner than vacillation. It proves at once that the teacher has no confidence in

his own plans, or that he has no power to carry them into execution. "Be sure you are right and then go ahead."

Do not commit yourself to any line of action until you have coolly determined what is both right and expedient. Then move on quietly and surely until you have accomplished your end, thus proving the wisdom of your measures and your ability to carry them out. Be earnest, but do not indulge in any hypocritical assumptions regarding your unselfishness. I believe that a true love of self-interest will make a man or woman more useful in any calling. Let a teacher increase his usefulness and the demand for his services will increase. This is as it should be, and it should stimulate him to bend all his energies to his professional work. No teacher should feel comforted by the thought that he has tried to discharge his duties, if there be no tangible evidence that success has crowned his labors. Believe always that nothing is successful but success.

Do not talk shop to your friends except in a professional way. But whenever you are on the street and in society, as well as in the school room, attend carefully to everything which may have a bearing upon your school. If you really are in earnest you need not proclaim it ostentatiously, for all will know it by their senses, and it will inspire everybody with confidence in you. Believe yourself that you are going to succeed in whatever you undertake, and your pupils will take it for granted. They will catch your inspiration, and there will be vitality instead of lifelessness in your school.

Be genial. Let your sympathies go out in behalf of all your pupils as if they were your own sons and daughters. Let them lay their troubles before you, and rejoice with them in their successes. Be a companion as well as a ruler and instructor.

Be quiet. This is one of the most effective means at the teacher's command for suppressing the boisterousness so common among pupils, and securing a natural quietness without constraint. Let your words be few and well chosen, and uttered in a low firm tone. Let the movements of the body be noiseless, graceful, and undemonstrative, yet vigorous and unhesitating. A pause and steady glance of the eye by a dignified teacher of few words but firm will is sufficient to arrest the attention of a mischief-maker in the pursuit of some unlawful enterprise, or bring to profound silence a room full of restless humanity. Nothing is more destructive to the teacher's influence, or more indicative of ill-breeding than a display of anger manifested by a loud tone and an excited manner.

Discipline which appeals only to fear is of no permanent value, and in most cases is a positive injury to the pupil. It tends to brutalize

his nature by arousing his antagonism, and crushing out those finer sensibilities which we should ever seek to cultivate and develop. I do not mean to imply that coercive methods are to be condemned. But on the contrary the teacher must ever be well equipped with such measures, and ready to apply them at any moment. Coercion must be practiced in such a way as to inspire a sense of the dignity and justice of law, combined with a wholesome fear of personal consequences. This does not always involve the use of the rod. If teachers have the wisdom to seek the co-operation of the parents, and parents have the wisdom to co-operate with the teacher, the rod need seldom be used; and when used it had better be in the hands of the parent. I would not take from the teacher the right to practice corporal punishment in extreme cases. Many pupils are wayward, and a few incorrigible. But I trust that the day is not far distant when better methods will be so appreciated and endorsed by public sentiment that the use of the rod by the teacher will be unnecessary, and therefore regarded as a relic of barbarism.

It is not the supremacy of brute force but the supremacy of will-power, that characterizes the true disciplinarian. The existence of this attribute in the teacher fills all his pupils with regard for his judgment and justice, and, in a sense, renders disobedience impossible.

Love and sympathy appeal to the highest element in the nature of God's noblest creatures. A teacher whose weapons these are, seeks to disarm the vicious by taking the satanic charm out of his bad actions, making him feel that the disgrace and injury rests upon him alone.

It is the duty of every teacher to cultivate and develop all the higher attributes of human nature. But above all things do not assume to be what you are not or are not trying to be. Pupils are not long deceived by hypocrisy or trickery. And while they despise the tricks of the deceiver, they themselves depart from truth and honesty through his influence.

The secret of success in the application of any method, or all methods, may be summed up in one word—tact. Tact is the golden key which unlocks the door of success to the politician, the man of business, to the artist, the artisan, the professional man, the teacher. If nature has not endowed you amply with this priceless gift, you must cultivate it, as it is the only warrant of your professional success.—

*Ill. Sch. Journal.*

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**READER LITERATURE.**

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BY F. D. WARD.

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The soul grows, as does the body. Manliness, patriotism and piety are results of good soul-nourishment and proper psychical exercise. Milk, good milk, for babes, meat, good meat, for men is the law; nothing weakening or intoxicating in infancy, in youth or in manhood; strength gained, not stimulated; stimulants and flummery kept out, and normal food and exercise left to develop soul-power and immortal perfection. Pure literature is good soul-food and is as abundant as fresh air and almost as cheap. "Books by the million and for the millions" is the cry of the age.

Our school book publishers have shown something beyond mere greed in sifting from the mass of productions a literature which neither effeminates the mind nor excites desire for bad reading or bad company, but elevates and inspires, and implants love for the pure and good.

The elements of honesty and constancy, the feelings of patriotism and philanthropy, and those higher emotions which aid the will in bowing to the dictates of the Supreme, are in no small degree strengthened by recourse to the noblest thoughts of great and pure minds. This is given daily in our school readings.

The Old World sends to us the ignorant, the superstitious, the bigoted, and the oppressed, with minds filled with the wildest dreams of ambitious and embittered humanity. These, if left to themselves, would soon bring forth anarchy and the destruction of all we hold most dear. Our schools save us. Children brought up under the quiet but powerful influence of true American teachers, armed with good books, will be Americans, in love with American institutions and American laws. Thoughts "rubbed in" do the work.

If one would become beautiful his surroundings must be beautiful; if learned, he must be surrounded by the wise; if good, by those of pure character. These must be present either in the flesh or embalmed in book.

Children are more industrious after reading "Mother, May I Sew To-day," and more honest when they have learned "How to Catch a Pony," and after studying the character of the little chimney sweep. Less likely to be cruel are all who know about the boy who stuck pins in flies, "James Bland," and "Birds Set Free."

The stories of the "Lame Dog," "Harry and the Blind Man," and "Mr. Post" have given many a young mind an impulse toward phil-

anthropic thoughts and deeds. The Insolent Boy's lost watch and just disgrace have restrained many harsh words, taunting gestures, and stone showers.

None of the tragic exploits of Don Quixote are quite equal in boys' minds, to

"We charged upon a flock of geese  
And put them all to flight,  
Except one sturdy gander  
Which thought to show us fight."

Oh, were you ne'er a school-boy, and did you never train?

"Harry and the Guide Post" has reduced many a monster to a harmless creature, and banished ghosts from a thousand haunts. "Twinkle, Twinkle Little Star" has, no doubt, turned eyes toward the fathomless depths of sky, whose owners still keep wondering as they learn more and more of the wondrous mysteries of creation.

"Try, Try Again," has pushed many a worthy undertaking to a happy consummation, partly, of course, because all burdens rest more lightly in the presence of the "Discontented Pendulum." There is no better rebuke for arrogance than "Alter your tone, my little man, and then I'll help you all I can;" and "Meddlesome Mattie should be accounted the heroine of her race, inasmuch as she is the only one of her sex who sacrificed self to tobacco "for common good to all."

Those young hopefuls at Elm Tree Hall little thought that they would immortalize themselves by peeping into closets and boxes, unlocking drawers and eating hot cherries. Unintentionally they "their quietus made" with the base habit of meddling with the concerns of others; and to the memory of their blasted hopes they dedicated "Do Not Meddle," and left it as a legacy to school boys and girls troubled by abnormal curiosity, or, what is worse, tendencies toward dishonesty.

The litigation of the cats, over which the monkey presided with so much dignity, admonishes, not in vain, against disputes and quarrels. What this fable lacks is supplied by "The Nose and the Eyes," which happily displays a profundity of the knowledge of rights unequalled in many courts of justice.

The good (?) "Madam Blaize," the typical wife in St. Keen; false and fickle Nelly Gray; and the awkward, tow-headed, red-faced, good humored, unfortunate, bashful man, are unsurpassed specimens. We must not forget our loving and lovely Mrs. Caudle and her serene husband, whose examples save the reputation of many a household.

Those masterpieces from Henry and Adams and Webster and Chatham fill the soul with patriotic emotions which find utterance in—

"Forever float that standard sheet  
Where breathes the foe but falls before us,  
With Freedom's soil beneath our feet.  
And Freedom's banner waving o'er us."

When thoughts of battle pass from the mind, and calmer emotions, none the less patriotic, succeed, the soul rises in ecstasy and offers this hymn of praise :

"Our fathers' God, to thee,  
Author of Liberty,  
To Thee we sing.  
Long may our land be bright  
With Freedom's holy light.  
Protect us by thy might,  
Great God, our King."

The happiness of the family is increased, if some member is able to repeat in truth

"We're all at home  
Each chair is filled."

But when "Some vacant chair shall shake us," with streaming eyes and breaking hearts we say,

"The departed, the departed,  
They visit us in dreams ;  
They glide above our memories  
Like shadows over streams."

A gentle voice adds a sweeter song :

"Oh not in cruelty, not in wrath,  
The reaper came that day ;  
'Twas an angel visited the green earth,  
And took the flowers away,  
\* \* \* \* \*  
He'll bring them all back again."

"Sweet are the uses of adversity." So the widow of the Pine Cottage found, when the winter's wind "rocked her puny mansion," and she calmly trusted Him who feeds the sparrows, believing that man should

"Judge not the Lord by feeble sense,  
But trust Him for His grace,  
Behind a frowning providence  
He hides a smiling face."

"When thoughts of the last bitter hour come like a blight o'er thy spirit", how the soul rises inspired as the words of almost forgotten lessons come as by voices from the unseen. "Look not mournfully into the past. It comes not back again. Wisely improve the present. It is thine. Go forth to meet the shadowy future with a manly heart."

"So live, that when thy summons comes  
To join the innumerable caravan  
That moves to that mysterious realm,  
Where each shall take his chamber in  
The silent halls of Death,  
Thou go, not like the quarry slave at night,  
Scourged to his dungeon, but soothed and sustained  
By an unfaltering trust, approach thy grave  
Like one that wraps the drapery of his couch  
About him, and lies down to pleasant dreams."  
"Where zephyrs breathe calmly  
And soft is its sleep,  
And flowerets perfume it with ether."

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## ILLUSTRATIVE TEACHING.

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F. LILLIAN TAYLOR, GALESBURG, ILL.

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Illustrations, by means of objects, may be presented either by the teacher to the class, or each member of the class may be provided with the same material, and work out the illustration according to the direction of the teacher.

Since Horace Mann visited Europe, a half century ago, the object system of Pestalozzi has largely influenced our schools. The usual method of giving these lessons has been to hold objects before the pupils. The teacher has compared, measured, weighed, and explained, while the pupils have observed and expressed the results of their observation in oral and written language. Froebel emphasized the importance of the hand in obtaining clear ideas of things, and it is an essential feature of his object system that each child be provided with the same material. During the lesson it is the child and not the teacher, who handles, compares, and measures objects; such directions being given by the teacher as will enable him to discover truth for himself.

The same method was pursued by Agassiz in his scientific teaching. The influence of these methods has rapidly increased during the past few years. Kindergarten occupations are being introduced, and illustrative material is more abundant. In many class-rooms students may be seen, each studying the same plant or animal, while the teacher skilfully leads them to the discovery of scientific facts.

In this day of discussion of methods, of kindergarten work and manual training, the inexperienced teacher confronts her school with many questions. What she needs is help to accomplish the work laid

down in the course of study. Will these object lessons assist in teaching the common branches? Will not the time spent in the making, the distribution and the care of material increase her work?

There are two classes of lessons given with illustrative material. One supplements the text-books and helps the pupil to understand them. The other is connected with drawing and design. The former should precede the latter. The preparation of material involves work but saves worry. Evenings spent in its making save hours of discipline, through the interest which is thus aroused in study.

But what shall be made, and how shall it be used? In the preparation of any lesson note the points which need to be illustrated. Decide on the material which is best adapted to the work, and, if possible, arrange for its distribution to each member of the class. Prepare such questions and directions as will lead the pupil to systematic observations and conclusions. Among the materials easily obtained are paper and cardboard. For the primary grades cut from heavy manilla paper forms of familiar objects and animals, giving the preference to those named in the first reader used. Write upon each form its name, in large, plain hand. Give one of these to each child and require both sides of the slate to be filled with outlines obtained by laying the form upon the slate and drawing around it. The name should be carefully copied on each drawing. The little beginner thus becomes familiar with the spelling and writing of new words. Any simple drawing, wherever found, may be accurately and quickly copied by the teacher who wishes to make a collection of forms. First trace the drawing on tissue paper using a soft pencil. Turn the paper over and place it upon the heavy paper. Retrace each line, thus making a faint impression which should be outlined with ink.

Counting by twos, threes and fours may be taught by paper chains. Cut paper into narrow strips. Show the child how to make a ring of one strip by pasting the ends, then tell him to put another strip through the ring and paste as before. Direct him at first to make two links of one color and then two of another. By giving a few strips at a time, and additional papers only to those who count correctly, the recitation of this lesson will be regarded as a great privilege. This device is especially helpful in teaching a small class in a country school. If paste is to be distributed to each pupil in a large school, place on each desk a small square of heavy wrapping paper. Show the pupils how to make a paste dish by folding each edge. A little flour paste can be put in each paper.

These paper dishes cost neither money nor time, since any child

can make them, and also collect them for the waste box. Toothpicks will be found an excellent substitute for paste brushes.

Square inches of colored cardboard are useful in a variety of ways. Write upon different squares the Roman numerals from one to twenty. Make as many sets as there are pupils in the class, and place each set in a box by itself. Each pupil should arrange these squares in order upon his desk and copy the same upon his slate. The number of squares in each box can be increased at pleasure.

This work pleases the children and affords a neat and permanent copy for the Roman numerals. A little oversight will prevent mistakes in slate work.

A number of square inches and half squares cut in triangular form and ready for distribution in separate sets will illustrate the multiplication table; counting by halves; and square measure. Pupils in the first grade can lay these in rows and answer questions similar to the following: How many square inches in one row? How many in two rows? How many square inches do you need to make a square three inches long, and three inches wide?

Such exercises connect ideas of area with multiplication, and teach the elements of square measure in the illustration of simple multiplication and division.

With the same material the children will lay beautiful designs by simply following the law of opposites. One square and one triangle used for outline patterns will enable pupils to invent designs in drawing. Two colors which are pretty together should be placed in each envelope. The children enjoy working with colored material, and thus, incidentally, knowledge of color is obtained and taste developed.—*Ill. Sch. Journal*.

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## THE TOWNSHIP UNIT IN A STATE SCHOOL SYSTEM.

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The following extracts are made from an address delivered by Hon. H. R. Gass, before the Mich. Teachers' Association, Dec. 29, 1887. The points made apply to Ohio as well as Michigan.

It is my purpose to present the townships district system as the best plan for improving the rural schools, and at once meeting more fully the educational wants of both the state and her citizens.

The first point to which I wish to direct attention is the unequal privileges and the unjust discrimination in the work of the country

schools. There is but little uniformity in the length of their terms or in what is accomplished in them. It is not unfrequently the case that adjoining districts in the same township have the widest possible difference that the law will permit in the amount of schooling provided during the year. In the wealthier or more liberal districts nine, ten and sometimes eleven months of school will be had, while in the poorer and more parsimonious districts but three months will be furnished during the year. In justice, this difference should not exist. It is contrary to the principle of free schools, and would not be tolerated under the township system. By this plan every school in the township would necessarily continue in session an equal number of months during the year.

Another obstacle to the advancement of the district schools is the frequent change of teachers. The tenure of the country school teacher's position is usually brief and uncertain. Every one who has had experience in these schools, either as pupil or teacher, is aware of the results of a change in school management. In consequence of these frequent changes the growth of the schools is dwarfed and the advancement of the pupils is retarded. With a new teacher the pupils are turned back to go over the same topics that they studied the previous term. This process of "thrashing over old straw" is generally repeated as long as there is a change in teachers. School work lacks much of thoroughness and success in the hands of a strange teacher. Before he can do his best work it is necessary to understand the capability and disposition of each of his pupils. This is not usually acquired in less than three or four months, and by that time the district employs another teacher.

The next point to which I desire to call attention in the discussion of this subject is its economy. It is not difficult to show that the township system is more economical than the district plan of schools. This may not always be seen in a reduction of the cost of education; but it shows itself in the construction of better houses, in the employment of better teachers, in the building up of better schools, and in value received for the money expended. Every year, in this State, owing to the small number of pupils that attend them, a large number of schools are run at a higher per capita cost than would be necessary under the township system. A few examples from the statistics will verify this statement. The average cost per capita in the country schools of this State for eight months' schooling is \$8.50. In Oakland county last year five districts with thirty pupils had three months school, with an average cost of \$3.70 per month for each pupil enrolled, or \$29.60 per capita for eight months. Six districts had four

months school, with an enrollment of seventy scholars, at an average cost of \$20 a pupil for eight months. Crawford county had two districts with a census and enrollment of eight children, at an average cost of \$80 per capita for eight months. Another district in the same county had eleven months school and enrolled seven pupils. The average cost per capita for eight months was \$52.

In Midland county we find one district with eleven months school and an enrollment of twenty pupils, seventeen of whom were foreign. It cost the district \$322 to run its school and educate its three children eleven months, or an average per capita cost of \$78 for eight months.

In Roscommon county, Richfield township, dist. No. 1, we find the following: Census 6, enrollment 1, cost for instruction five months \$116; total expenditure \$125, or \$200 per capita cost for eight months. In Osceola county, Marion township, dist. No. 5, the enrollment was one child for two months and he was a non-resident. Cost for instruction \$58. Total expenditure for the two months school was \$165, or at the rate of \$660 for educating one child eight months. These cases are not peculiar to the counties mentioned. A similar showing might be made from nearly every county in the State, and in a number of instances the expenditures are equally as extravagant as those last referred to.

There is no doubt that many of these schools that are now running with a small attendance and at a high rate of expense could be conducted under the township organization so as to afford better privileges, and save a large amount of money to the taxpayers each year.

The grading of the country schools is another beneficial result that would follow the adoption of the township district. The aimless, haphazard work that is done in most of the rural schools is detrimental to their advancement. In many of them there is not even the semblance of a course of study, or any attempt to systematize the work.

There are numerous instances where teachers are conducting schools with fifteen or twenty pupils, and are hearing each day from thirty to forty recitations. It is safe to say that the average number of daily recitations is thirty in each of the district schools during the winter term. Not long since a teacher at an institute informed me that she was "keeping" a school of sixteen pupils, and had six classes in geography, five in arithmetic, four in the first reader, and a corresponding number in most of the other studies; and each day heard thirty-three recitations. Such statements may sound like fiction, but they are facts, and cannot be successfully controverted. Attempts have been made by the Department of Public Instruction to secure

the grading of these schools, but the results have been meager and unsatisfactory. The cause of the failure can be readily traced to the frequent change of teachers, the indifference of district officers, and other difficulties originating in the system of school management.

Teachers and educators are universally in favor of the township district. Through the aid of the State Department and some personal correspondence, the opinions of twenty state superintendents and commissioners of education were recently secured upon this subject. I desire to give a few of them here as confirmation of what has already been said concerning this important question.

State Supt. W. E. Coleman, of Missouri, says: "I greatly favor the township as the unit for the district. We have too many districts and, therefore, too many school boards. One board in a township, and a township tax to maintain the schools, would greatly simplify our system, giving more uniformity to the schools, length of term, and efficiency in school work and discipline."

This plan is in operation in some townships in Wisconsin. State Supt. J. B. Thayer writes: "I think in most cases sparsely settled communities have been furnished with school facilities earlier than they would have been under the independent district system; have better school-houses and better furnished school-houses. I am of the opinion that the adoption of the township system in Wisconsin would pave the way for the correction of many evils that now stand in the way of the improvement of our common schools. We are selfish in the hope that Michigan will provoke Wisconsin to good works by early adoption of the system, but should also hail such action as an indication of progressiveness and good sense in educational affairs on the part of our neighboring State."

Supt. A. S. Draper, of New York, writes: "I am, myself, inclined to favor the proposition, in the belief that it would result in securing a better class of men for trustees in the rural districts, and that the levying of a tax upon the entire town for the support of the schools of the town would operate to the advantage of the weaker outlying districts."

Commissioner T. P. Stockwell, of Rhode Island, says; "So far as the towns have changed, the people are thoroughly satisfied that they get better schools for less money. I do not believe that there is a single advantage to be gained by the so-called district system, as a system."

Supt. Richard Edwards, of Illinois, writes: "As a consequence of the establishment of this system, I should expect to see better organization, better grading, an elevation of the standard of teachers' qualifications, more methodical and efficient work in the schools. Under

that system schools would not be isolated as they are now. They would be each a part of a reasonable system."

Justus Darlt, Supt. of Education of Vermont, writes as follows: "There are in Vermont, thirty towns now using this system and it is working well. The old district system has served its day and should be now made to give place to a better. This town system is right in the line of *progress and it cannot be stopped*. It will move on in spite of ignorance, prejudice, and parsimony. Let us work for it. We are right, and I believe the right will prevail."

State Supt. M. A. Newell, of Maryland, says: "There are no *townships* in Maryland, nor, so far as I know, in any of the Southern States. The unit of authority and direction for schools and other purposes is the *county*. I am glad that such a monstrosity as the *district system* has never been known among us. If we had it we should make every effort to get rid of it."

Need more be said to establish the superiority of the township system of public schools? Precedent favors it. It was the first system of public education on this continent, and it served the colony of Massachusetts a century and a half in managing her schools. The weight of statistical information, the force of successful experience, and the opinion of educators and advanced thinkers, are all on the side of the township district. The fact is that where this plan has been tried and given a fair chance it has become popular, and there is no disposition on the part of the enlightened friends of education to change it.

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## THE EXAMINATION QUESTION.

W. R. COMINGS.

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The prominence of this question in educational papers and in teachers' gatherings prompts me to the expression of a few thoughts upon the subject. I sift them of all argument and try to state only conclusions drawn from experience and observation.

Examinations are of value to the pupils: They call for condensation of thought. They afford opportunity for expression of thought in sentences, in paragraphs, and in a connected discourse. They reveal to a pupil his weakness of understanding, of memory, or of language.

Examinations are of value to teachers: They show the thoroughness or the weakness of his work. They afford a partial basis for a just grading of the pupil's work.

Per contra, examinations are often detrimental to pupils: They produce a severe mental strain. They magnify the value of percents. They afford too many and too great temptations to cram, to deceive, to steal.

Examinations are detrimental to teachers: They create a desire, often a necessity, to fit classes for examinations. They beget mechanical methods of instruction. They breed servility and destroy originality. They afford a cowardly retreat for the teacher when questioned as to the failure of pupils. They necessitate much wearying evening work that overstrains the nervous system. The fewer and more thorough the examinations the greater the strain when it comes.

Conclusions: The examinations should be retained and be made as effective as possible as a training in memory, reason, and language. To this end they should be frequent and not long, and should be freed from their overwhelming importance in determining a pupil's grades. They should not be a terror to pupils. They should show the teacher the thoroughness of his work and afford him a basis for supplementing the grades he has given his pupils upon their daily work. Written work should count for no more than half in determining a pupil's standing. The teacher should make out his own questions, though he may be expected to submit them to his superintendent or principal.

Notes: It is better for a teacher not to mark his pupils on oral work during recitation. If a judgment grade covering a few days, or a week, be given, the teacher will unconsciously though justly allow a pupil's earnest effort in study to modify a positive failure in recitation. Growth rather than knowledge is desired.

When a teacher is made responsible in a large degree for his methods and the pupil's progress, he will assume the responsibility for the grades that may or may not promote his pupils.

In case of dissatisfaction with the teacher's grades, appeal to the superintendent should be allowed, in which case a written examination may be considered best.

Grading of oral recitations and the frequent written reviews creates more even work from pupils than is obtained otherwise.

Written reviews or tests should not take more than half an hour per week of the pupil's time in each study.

The grading of such reviews may take as much of the teacher's time as it would to grade ordinary examination papers, but it is so scattered through the year as not to be burdensome at any time.

*Norwalk, O.*

**COLORED SCHOOLS AND TEACHERS.**

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BY GEO. H. IMES.

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In Pennsylvania the monster, "Prejudice", has been met and vanquished: (1) By revising the State constitution in 1874, leaving out the obnoxious word "white" as a qualification for a voting citizenship. (2) In May, 1854, an act was passed authorizing the establishment of "Free schools for negro and mulatto children." This was odious, and in 1880 it was repealed by act of Assembly. (3) Its repeal did not destroy a single colored school of lawful numbers in the State. Legally, we have no colored schools in the State. Practically, we have all we ever had with some increase; but all the higher grades are open to all pupils indiscriminately.

In our small towns and townships where there are not enough colored children to organize separate schools, the law secures their educational rights. In larger towns and cities where colored schools exist, they generally have all the lower grades, and pupils can even pass into the higher grades without contact with a large mass of prejudiced humanity, who feel the competition of the races. In Philadelphia, there is a colored high school. In Pittsburg, they have no colored schools, but all enter the race in every grade free and untrammelled.

There is less prejudice in the higher grades. The pupils seem better bred. Color prejudice is usually found in small minds. Indeed there is some doubt whether there is, in point of fact, so much prejudice against the negro as there is jealousy.

If these same negroes should move into another country and develop superior genius for art, science, trade, etc., they would be not only respected but loved and honored. Given the proper conditions materially, intellectually and spiritually, and there will be corresponding equality.

It is brave, very brave and noble, for the negroes of America to hew out their own manhood and elevation amid this fiery trial. It is to be hoped that no further legislation will be attempted, but let the people in each locality act with humanity and prudence, and all will be well in time.

*Steehon, Pa.*

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**THE FOUNDERS.**

BY W. H. VENABLE.

[The Founders of Ohio landed from their boat, the *Mayflower*, at Marietta, April 7, 1788, and established the first English settlement in the Northwestern Territory. Oyo was the Indian name of the Ohio.]

The footsteps of a hundred years  
Have echoed, since o'er Braddock's Road,  
Bold Putnam and the Pioneers  
Led History the way they strode.

On wild Monongahela's stream  
They launched the *Mayflower* of the West,  
A perfect state their civic dream,  
A new New World their pilgrim quest.

When April robed the Buckeye trees  
Muskingum's bosky shore they trod;  
They pitched their tent, and to the breeze  
Flung freedom's star-flag, thanking God.

As glides the Oyo's solemn flood  
Their generation fled on :  
Our veins are thrilling with their blood,  
But they, the Pioneers, are gone.

Though storied tombs may not enshrine  
The dust of our illustrious sires,  
Behold, where monumental shine  
Proud Marietta's votive spires.

Ohio carves and consecrates  
In her own heart their every name;  
The Founders of majestic States,—  
Their epitaph—immortal fame.

**STATE CERTIFICATES.**

Coincident with the action taken by the county examiners in their recent convention in Columbus, persons and newspapers in certain quarters have begun exerting their influence for the purpose of having the law providing for the issue of ten-year State certificates repealed.

It has been charged that ten-year certificates have been granted by the State Board to persons who could secure only low-grade certificates from county boards. If such is the case, it proves, if it proves anything, to persons who know the eminent fitness of the present State Board of Examiners, the unfitness of the county examiners who examined the persons referred to.

It has long been a well-known fact that, when a person of real scholarship presents himself for examination, the narrower the examiner the less likely he is to pass successfully. The examiner whose knowledge is limited to that gained from books in a country district school is more dreaded by graduates of colleges and normal schools than are the Dr. Whites and Dr. Ellises.

For persons who have proved their scholarship and teaching ability to be compelled to undergo an examination every two or three years is an outrage. In many states, the excellence of whose schools no one will question, it is a much easier matter to secure a State certificate than in Ohio. If any change is made, let it be to break away from the conservatism which has marked the action of our State Board in the past. Many counties are blessed with examiners who are broad, liberal minded men; but there are in Ohio hundreds of teachers who should not be left to the tender mercies of many examiners whom we know.

F.

Steubenville, O.

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## NOTES AND QUERIES.

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Contributions for this department should be received as early as the fifteenth of the month. Contributions written on both sides of the paper go into the waste basket. Anonymous communications go to the same place. Signature should be added to each query or answer, and space should be left between queries or answers, so that they may be clipped apart.

### COLORED SCHOOLS.

Dear Editor:—Allow me to commend the humane and heroic sentiments of your editorial on *colored schools*. When prejudice and *sentimentality* are put beneath the feet, then white folks may fight their way to position on the basis of merit, and colored teachers may become the servants of the people as the rest of us are.

I think teachers should not attempt to block the wheels of a revolution.

Very truly,

Norwalk, O.

W. R. COMINGS.

## QUERIES ANSWERED.

Q. 1, p. 79.—For every degree of inclination of the earth's axis from a perpendicular to the plane of the earth's orbit, the tropics recede one degree from the equator, and the polar circles one degree from the poles. This being true, the tropics would fall each 17 degrees from the equator and the torrid zone would be 34 degrees in width; and the equator would be the central line of that zone, as at present. Again: the polar circles would fall 17 degrees, each, from the poles, and the intervening spaces between the polar circles and the tropics would be the temperate zones, as they are now. The sum of these degrees, taken from the quadrant, leaves 56 degrees, the width of each temperate zone. The central line of these zones would be the 45th parallel, as it now is.

S. P. MERRILL.

*Wickliffe, O.*

To the same effect, A. W. Breyley, A. D. Foster, Willis Stall, T. W. S., T. W. M., A. A. C., and R. C. V.

Q. 2, p. 79 —On all continents, the predominant mountain systems are the youngest, and the secondary systems are the oldest; consequently, in North America the Rockies are the youngest,—having been upheaved in the Reptilian age, and the Alleghanies the oldest, having been formed at the end of the Carboniferous age.

The oldest *land* in America and probably in the world (*Agassiz*) is a narrow elbow shaped strip, stretching from Nova Scotia, to the base of the Rocky Mountains, upon which stand the Laurentian hills of Canada; there is also a small Azoic area in Mo., which includes the Iron Mountains.

While the mighty peaks of St. Elias and Chimborazo were still a part of the earth's interior, those modest elevations in Canada and Mo., were the only barriers against which the ocean waves in the Azoic age, could chafe and fret, as they rolled around a lifeless world.

WILLIS STALL.

Q. 3, p. 79.—William Hurry is the name of the man who rang the old Independence Bell, announcing the signing of the Declaration of Independence.

W. H. JACKSON.

B. F. Finkel gives the same answer.

Q. 4, p. 79.—The famous pitch lake is on the island of Trinidad, north-east of South America. The pitch is supposed to be formed by the decomposition of animal and vegetable substances which have been carried down the Orinoco River, and buried in the delta formation, on the eastern shores of the island.

J. W. JONES.

"Pitch Lake" is on the island of Trinidad. Circumference one and one-half miles. Depth unknown. The pitch on the sides is hard and cold, but in the center, is a boiling liquid. It yields pitch and petroleum. From it a substance is made with which some of the streets of Paris are paved. T. W. M.

J. W. Shafer answers to the same effect.

There is a mine, or lake of mineral pitch, in Venezuela on the north-eastern shore of lake Maracaybo; in the hot months it emits a phosphorescent light resembling lightning, and is called by navigators the "Light-house of the Maracaybo." A. W. BREYLEY.

Q. 6, p. 79.—Yes, any practical question, whether it be in the books or not. There should be more enthusiasm for general knowledge. S. S. W.

He should. An applicant ought to know more than merely the questions in any series of text-books. Take, for instance, the tides, or the form and movements of the earth; the teacher must know more than the ordinary school-books give, before he can give a good explanation. And more, the more extensive the general knowledge of the teacher, the better he is fitted for his duties. While all questions should have a direct bearing upon school work, practical outside questions will have a tendency to lead the teachers to think for themselves and extend their knowledge beyond the narrow confines of any one book. "Study subjects, not text-books." A. A. C.

Q. 7, p. 79.—The length of a wagon tongue is 144 in. Number of cubic inches in tongue =  $\{ (2\frac{1}{2})^2 + (4\frac{1}{2})^2 + 4 (3\frac{1}{2})^2 \} \times 24 = 1812$  cu. in.  $1812 \div 144 = 12 \frac{1}{3}$  feet, board measure.

J. W. PFEIFFER.

T. W. M. takes 11 ft. for the length, and gets 11 11-48 for the answer. A. D. Foster used 12 ft. for the length, and gets 12 7-12 for the answer.

Q. 8, p. 79.— $\frac{x}{y} = 1$ st fraction, and  $\frac{8}{5} - \frac{x}{y} = \frac{8y-5x}{5y} = 2$ nd.  
Adding numerators and denominators, we have  $x + 8y - 5x = y + 5y$  or  $2y = 4x$ , or  $y = 2x$ . Whence  $\frac{x}{y} = \frac{1}{2}$ , 1st fraction; and  $\frac{8}{5} - \frac{1}{2} = \frac{11}{10}$ , 2nd fraction.

JOHN T. OMLER.

Similar solutions and same result by J. W. Pfeiffer, Thomas Riner, B. F. Finkel, J. W. Jones, and A. W. Breyley.

Q. 9, p. 80.—This is a problem in Diophantine Analysis. Let  $x + y$  and  $x - y$  be the numbers. Then,  $(x + y)^2 - (x - y)^2 =$

$4xy = a$  cube ..... (1), and  $(x + y)^3 - (x - y)^3 = 6x^2y + 2y^3 = a$  square..... (2).

The condition expressed by (1) is satisfied by  $y = 2x^2$ .....(3). Substituting in (2),  $16x^6 + 12x^4 = a$  square ... (4), or  $4x^2 + 3 = a$  square  $= (2x + \frac{3m}{n})^2$ , say...(5). From (5) we find,  $x = \frac{n^2 - 3m^2}{4mn}$  ..... (6), in which  $m$  and  $n$  may have any values which will give  $x$ ,  $x + y$ , and  $x - y$  positive, supposing the problem to refer to positive results only.

In (6) put  $n = 1$ ,  $m = \frac{1}{2}$ ; then  $x = \frac{1}{8}$ ,  $y = \frac{1}{4}$ ,  $x + y = \frac{3}{8}$ ,  $x - y = \frac{1}{8}$ , which is one of a great number of pairs of numbers satisfying the problem.

WILLIAM HOOVER.

*Athens, O.*

Let  $x$  = the first number, and  $y$  = the second. Then  $x^2 - y^2 = m^8$  ..... (1); and  $x^3 - y^3 = n^2$ .....(2). From (1),  $x = \sqrt{m^8 + y^2}$ ; from (2),  $x = \sqrt[3]{n^2 + y^3}$ ; hence,  $\sqrt{m^8 + y^2} = \sqrt[3]{n^2 + y^3}$ . Put  $m = 4$ , and  $n = 28$ ; then  $\sqrt{64 + y^2} = \sqrt[3]{784 + y^3}$ . Solving this equation, we have  $y = 6$ ; and substituting  $y$  in  $\sqrt{64 + y^2}$ ,  $x = 10$ .

J. W. PFEIFFER.

Q. 10, p. 80.—Let  $x$  = rate of accommodation train; then  $x + 15$  = rate of express train. We have  $\frac{14x}{9} = x + 15$ , from which  $x = 27$ , rate of accommodation train, and  $42$  = rate of express train.

GEO. ABELL.

$\frac{1}{4}$ , the distance run by the express train in one hour, —  $\frac{9}{4}$ , the distance run by the accommodation train in one hour,  $= \frac{5}{4}$  of the distance run by the express train, or 15 miles. If 15 miles is  $\frac{5}{4}$  of the distance run by the express train per hour,  $\frac{1}{4}$  of the distance is 3 miles and  $\frac{1}{4}$  of the whole distance is 42 miles; and the distance traveled by the accommodation train per hour is 42 miles — 15 miles, or 27 miles.

*Mauds, Ohio.*

THOMAS RINER.

J. W. Pfeiffer thinks the problem not very clearly stated, but gives two solutions with same result as above.

Q. 11, p. 80.—If algebra is of any benefit it is in such problems as this. All pupils, before studying "Ray's New Higher Arithmetic" (where this problem is found), should have a good knowledge of algebra; then they will readily understand this solution: Let  $6x$  = the length and  $5x$  width, then  $(6x + 1)(5x + 1) = 304$ , from which  $6x = 18$  ft. and  $5x = 15$  ft.

A. D. FOSTER.

The following solution will apply to all similar problems:  $304 \div (6 \times 5) = 10\frac{2}{15}$ . Square root of  $10\frac{2}{15}$  to nearest unit = 3;  $3 \times 6 = 18$ , the length,  $3 \times 5 = 15$ , the breadth. 3, the square root of  $10\frac{2}{15}$  to nearest unit, is the divisor by which the dimensions were divided to obtain the proportional parts, 6 and 5. J. W. PFEIFFER.

Other solutions with same result by J. A. Shott and B. F. Finkel.

Q. 12, p. 80.—Let 100 percent = selling price of knife. 100 percent  $\div 1.20 = 83\frac{1}{3}$  percent, cost of 1st knife. 100 percent —  $83\frac{1}{3}$  percent =  $16\frac{2}{3}$  percent, gain on 1st knife. 100 percent  $\div .80 = 125$  percent, cost of 2d knife. 125 percent — 100 percent = 25 percent, loss on 2nd knife. 25 percent —  $16\frac{2}{3}$  percent =  $8\frac{1}{3}$  percent, = whole loss, = 2cts. 1 percent =  $\frac{2}{5}$  cts.  $83\frac{1}{3}$  percent = 20cts, cost of 1st knife. 125 percent = 30cts, cost of 2d knife. B. F. FINKEL.

Had the knives been sold for \$1. each, the first would have cost  $\$1.00 \div 1.20 = \$.83\frac{1}{3}$ ; the second,  $\$1.00 \div .80 = \$1.25$ ; and both,  $\$2.08\frac{1}{3}$ . Then  $\$2.08\frac{1}{3} - \$2.00 = \$.08\frac{1}{3}$  loss. If at \$1. each the loss is  $\$.08\frac{1}{3}$ , to lose \$.02, they must be sold for  $\$.02 \div \$.08\frac{1}{3}$ , or  $\frac{2}{5}$  as much apiece, which is  $\frac{2}{5}$  of \$1. = .40. From this the cost of each may be readily found. WHARTON.

Other solutions and same result by J. W. Pfeiffer, J. T. Omlor, Thos. Riner, T. W. Sommers, J. W. Shafer, L. G. Tatman, E. E. Gibson, Geo. Abell, A. W. Breyley, A. A. C., R. D. B. H., and T. W. M.

Q. 13, p. 80.—"To be sacrificed" is an infinitive, has the construction of an adv. and modifies "many."

"To conquer" is an infinitive, has the construction of an adv. and modifies "enough." T. W. M.

Q. 14, p. 80.—This sentence is correct. So is it correct to say, two times two *is* four. (See Reed & Kellogg).

"Times" is a noun, subj. of "are." "Two" is the obj. of [of]. "Are" is a verb and agrees with its subj. "times." Other views, such as Two times [of] [two] [units] etc., Two [taken to] two times, etc., Two [units taken to number of] two times, etc., might be taken.

A. D. FOSTER.

Q. 15, p. 80.—"Whom say ye that I am?" should be corrected, so as to read, "Who say ye that I am?" hence, "who" is predicate nominative. J. W. JONES.

"Whom" has the objective form, used by enallage for the predicate nominative. J. W. SHAFER.

QUERIES.

1. Who are the leaders in the Realistic School of American fiction? Who, in the Idealistic School? F. M. P.

2. It is said that a man stationed at the equator is carried about 16,000 miles farther forward in the earth's orbit during the twelve hours of night than during the twelve hours of day. How is this? J. V.

3. Why do we use LL. in the abbreviation for Doctor of Laws? R. D. B. H.

4. Which one of the United States excels in ship-building? C. F. R.

5. Since we reckon time from the birth of Christ, why does the year begin a week after Christmas? J. D. M.

6. A teacher makes a contract to teach and opens his school, but fails to get a certificate until one half the time of his engagement has expired. Can he legally receive pay for the full term by obtaining from the local directors a certificate of double pay due for the last half, the teacher's reports being made to correspond? E. A. K.

7. A teacher keeps his school in session on a legal holiday and dismisses the following day instead. Can he draw pay for both days? E. A.

8. How is the absence of coral formation on the western coast of tropical South America accounted for? W. S.

9.  $6 \div 2 \times 3 = ?$  Is the result 9, or 1?  $6 + 2 \times 3 = ?$  Is the result 24, or 12? What is the rule in such cases? NEW PHILA.

10. A man borrows \$600.25. How much must he pay annually that the whole debt may be discharged in 35 years, interest being reckoned at 4 percent? B. F. F.

11.  $x^2 + y = 13$ , and  $x + y^2 = 19$ . Find  $x$  and  $y$ . F. M. P.

12. "If parts allure thee, think how Bacon *shined*,  
The *wisest, brightest, meanest* of mankind."  
Dispose of words in italics.

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## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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### WHEN SCHOOL LETS OUT.

Winter is fast passing away and Spring is approaching. Before the MONTHLY makes its next visit to its readers many winter school terms will have closed. The short time that remains should be well used. Some of it should be used in finishing out and rounding up the work of the term. Instead of taking up new topics near the end of the term, which there may not be time to complete, it is better to review and fasten a little more securely what has already been gone over. Look for the weak places in the pupils' study of each branch and strengthen them.

If you are to give place to another teacher for the summer term, or even for next fall and winter, be sure to leave a careful record of the work of each class and each pupil. Make a clear statement of the point reached in each study by each class, and of the standing of each pupil in each of his studies. This will enable your successor to gather up the ends of the threads and proceed with the work without loss of time.

Possibly the question of closing exercises may be giving you some concern. Very well; let us talk a little about that. It is altogether proper to close a term of school with some sort of public exercises. This may be stated a little more strongly. It is *desirable* to close a term of school with public exercises of some kind. It is good for the pupils; it is good for the parents and other friends of the pupils; it is good for the teacher. Such occasions are good for the enjoyment they afford to all concerned in them. When teacher and pupils have worked hard all winter, it is right they should enjoy a frolic at the end of the term; and it is right the parents and friends who have provided the school and borne the expense should have a share in the frolic. All are happier for it. But if these exercises are of the right kind, they stimulate teacher and pupils to effort, and cause parents to take a greater interest in the education of their children. The chief thing to be considered is the character of these closing exercises. They should not be of such a character as to turn away the attention and interest of teacher and pupils from the proper work of the school. They should be made to aid rather than hinder school work. It may not be so now, but thirty or forty years ago it was not a very uncommon thing for the last four or five weeks of a school term to be given up largely to preparation for the closing "exhibition." And these exhibitions were not in-

tended at all to exhibit the attainments of the pupils in the proper work of the school, but to afford the largest amount of amusement to the largest crowd that could be gathered in the school house. Some of these "exhibitions" tended to bring all public exercises at the close of a school term into disrepute.

But there is a better way. Henry G. Williams, in his article on School Expositions, printed elsewhere in this number, makes some good suggestions in the right direction. Besides the exhibit of previously prepared graphic work, there should be brief but honest and thorough oral examination of as many of the classes as time may permit. In this there should be no whitewashing. Declamations, essays, one or two good dialogues, and music may be thrown in as spice; but care is needed that these do not occupy too much prominence, either in preparation or delivery. Perhaps Willie Jones has at some time in the term presented a declamation of more than ordinary excellence. Say to him privately, "That was very well done, Willie; keep that piece in mind, practice it a little more, and give it to us on Public Day, when your father and mother will be here to hear it." Or perhaps Susie Brown has at some time read an essay of more than ordinary merit. Say to her, "That is a good essay, Susie; that would be well worth reading as a part of our closing exercises. Re-write it, touch it up a little, and have it ready." In this way a very creditable program of exercises can be provided without interfering with the legitimate work of the school. And what genuine pleasure these occasions afford to young and old. Pleasant recollections of them often last through a life time.

#### THE GIRLS TURNED OUT.

In December, 1884, we chronicled the fact that the trustees of Adelbert College had considered the petition of a part of the faculty to exclude young women from that institution, and had decided by a vote of 12 to 6 not to grant the petition. Commenting on this action, we said:—"It was not to be supposed that, in these last days of the nineteenth century, and in one of the most enlightened and refined communities on the globe, any other result would be reached. The only matters of surprise are that the faculty should have raised the question, and that any of the trustees should have voted to exclude the girls. But perhaps, after all, it is matter of congratulation that the question has been raised, since the agitation has brought to public attention a mass of overwhelming testimony in favor of co-education, and has resulted in giving the girls firmer standing-ground in Adelbert than they have heretofore held. We believe that the opening of the doors of our higher institutions of learning to women is a part of the 'inevitable tide of human progress,' which cannot be stayed nor turned back. A great preponderance of testimony and the weight of the best and most advanced public sentiment are in its favor."

But the unexpected has happened. The girls have been turned out. By vote of the trustees no more are to be admitted, and those already in attendance have accepted this as notice to quit and have withdrawn accordingly.

This action will strengthen and deepen an impression already prevalent that there is something radically wrong with this institution. It is disappointing the hopes of its best friends. It has abundance of money but seems greatly lacking in something more essential. What that something is we leave our

readers to infer. For an institution of learning with such great opportunities thus to wall itself in, is truly deplorable. Gen. M. D. Leggett pronounces its doom in the following scathing words:

"I feel certain that Abelbert College, by this late action of its trustees, has committed suicide. She has put herself outside the sympathy of the educational spirit of the age. She has thrown away just that influence and support which her prosperous existence demanded. She has just enough of an endowment to be some time dying, but she will surely go to decay, and the spirit of the age says she ought to. An institution of learning, with abundance of room, an able corps of professors, out begging for students, and shutting its doors in the faces of ladies who bring certificates of abundant qualifications, simply because they are not boys, richly deserves the fate which surely awaits it."

Many of our best educational methods are designed to teach us to perform without conscious effort what at first costs us care and painful thought. Like a true teacher, the brain strives to make itself useless in the performance of many processes which are relegated to other nerve centers that it may have power to supervise and direct the combined result.

Many years ago, an industrious blacksmith invented a new pattern of a shovel plow. He selected the iron and the steel, made each plow himself, and then took them in his own wagon to sell. Soon the superior quality of his work opened such a market for him that another man took the wagon and sold the plows. More hands were called into the shop and this soon proved too small for the increasing business. A large factory was built. The honest blacksmith still guided the work and felt that they were his plows which were going out by the hundred; but he could no longer make each bolt and hammer out each shovel with his own hand. Now, his well trained eye guides a hundred pair of hands and, so well has he trained others, each separate piece no longer needs his personal inspection. The educated brain is the head of a great workshop, and that man is best educated who can do the most things well without conscious effort.

We might give many other illustrations to show how education trains us to do unconsciously what at first costs painful effort. The problem which worries the schoolboy for weeks or months becomes the mathematician's "hence" or "therefore." This shows us why repetition is so necessary in the work of both teacher and pupil; the child must not merely learn to do but to do readily and quickly. We should, however, avoid the use of intellectual go-carts when the child has grown strong enough to walk alone. There is a time in the pupil's mental growth when it is necessary to use four groups of five objects to show him what four times five will make, but the time ought to come and come early in the school life when the mere mention of four times five, or the sight of the two figures placed so as to indicate multiplication, should at once and without any conscious reflection on his part suggest the product in the pupil's mind. Yet the active growing mind constantly demands new worlds to conquer. He who rests satisfied with the automatic performance of mental processes, who no longer strives to do what costs him conscious labor, soon becomes a mere machine. The mind is like a forest fire; it must constantly seek new material or the embers grow cold and lifeless. I pity the teacher who, in blind devotion to what is practical, seeks to know nothing beyond the daily routine of his school.

While, then, in the mind of each pupil there is a growth from the unconscious to the conscious and other powers which by thorough training can at length be used without the aid of consciousness, there is also a growth in the mind and heart of the teacher. As we toil to build up character in others, often with tears and heart-failings, our fairest columns overturned, our foundations undermined, our walls defaced and broken, there is another building going up without the sound of a hammer. The inner shrine, the holy of holies, is the character built in ourselves by a life of earnest labor for others. The architect of that inner temple makes no mistakes. Not without purpose was it written that all the furniture of the most holy place was of solid gold; only the real and the true can go into the inmost furnishing of character. As the mother or the teacher toils with head and heart to train the children in the fear of God, the world sees no nobler work, none bringing richer blessings. Yet unseen by the world a shrine goes up of which even the builder is but dimly conscious. Within its sacred walls only heavenly forms are seen, of cherubim wrought in purple or graven in gold, and through its portal the Great High Priest has entered "once for all" and filled the whole house with the incense of heaven.

M. R. A.

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### THE TEACHING OF GEOGRAPHY.

C. M. Mason has well said that geography has a three-fold value:—

- (1) A practical value as affording information which every one wants.
- (2) A disciplinary value as offering problems for the exercise of the intellectual faculties.
- (3) A value as a means of culture.

The first will decide for us what we are to teach. This requires a careful discrimination in separating the useful part of geography from that which is merely taught because "it's in the book", or because some unthinking examiner may call for it at some examination. This teaching of all that is in a textbook in geography, often done without any special emphasis of those parts which will be of practical benefit to the pupil, makes it much more difficult for him to remember. That sentence which in one of our grammars is given to us for analysis well describes his state: "I remember a mass of things, but I remember nothing distinctly." In all our work there should be something of the wisdom of selection. There comes a time in the life of those who hunger for knowledge, who have almost a passion for culture for its own sake, when a waste of time seems almost criminal. Then it is that they almost feel as if an injury had been inflicted when they were required to learn that which has been of no service to them, which has not given any intellectual exercise which could not have been had as well in acquiring things necessary for the soul's growth.

Now what kinds of geography can be classed as having this first value? Unquestionably, one kind is commercial geography. By this we understand a knowledge of those important centres of traffic which ought to be known not only by the merchant or traveler but even by one who would be an intelligent reader of the newspaper or an understanding listener to conversation. This will include some knowledge of the great railroads of our country. The teacher who would give this information makes use of railroad guides, a not uncommon and certainly wise plan of many teachers. It includes a knowledge of the

sections of country where all staple products are grown; where all important minerals are found; and the leading places of manufacture of useful and well-known articles. It seems to me that these things should be studied not merely in a detached way in giving the geography of some particular State, but as subjects in themselves of vital importance to citizens of our country.

To give this knowledge well, the teacher must make available all the traveling which she has done and all that has been done by her pupils. I remember some years ago that an Ohio teacher made a journey to some place near the centre of Texas. After her return to work, her superintendent said to me, "Miss L. teaches geography as she never taught before. The interest of her pupils in the geography of the United States is delightful to see." But the teacher who has not an opportunity for travel, can gain much of this knowledge from books, and much of it by inquiring from those who have traveled or from men whose business relations make them possess much of this valuable information. It is seldom that even the busiest of busy business men will not take time to tell a teacher what he knows of these things; because he will at once be struck by the fact that she is giving her pupils something worth knowing.

I am a good deal of a believer in map drawing. Not that map drawing which is so elegant and elaborate as to consume too much of the pupil's time; but that map-drawing which is very serviceable in fixing in memory the location of important places. Suppose at one time commerce be the subject under consideration. Let the map of the United States be in outline on the black-board, and have the pupils mark the places of greatest commercial importance.

Of course, the section of the country in which one lives will determine for him that geography which is to be studied more minutely. To me it has always seemed an excellent idea to have geographies prepared for special States. An Ohio boy wants to know more of Ohio than of South Carolina; more of the United States than of Germany. I hope my readers will pardon the digression if I stop a moment for consideration of the order in which certain parts of geography should be studied. Whatever suggestions I may make, I know that I shall conflict with the views advanced by some thoughtful teachers. After the idea of direction has been taught, the proper conception of a map having been given from the map made of the school-room or, perhaps, in some instances, of the school-yard, if the school be in a city of a size small enough or of a plan clear enough not to make the map too intricate for the child, then I should study that next. My own observation leads me to the belief that the child next studies with the greatest advantage the State. One often makes a greater stride to the unknown when he takes for study the county than when he takes the State. Many a child has heard something of Cincinnati, Cleveland, or Columbus, and has something to take hold of when he begins to study about them, to whom most of his own county is as unfamiliar as the interior of Africa. Besides, there are not many counties of the State that if marked off into their townships do not present harder work for the child than drawing Ohio and locating all the places that he needs to know. Again, I cannot see how the county can be made as interesting a study as the State; and while I grant that there are times when some certain things must be taught even if they are not interesting, I think that geography is not one of

them. I think the truest teaching of geography makes it interesting, first, last, and all the time.

Whether the United States should next be studied, or the continent of North America as a whole, does not seem to me of such moment. That there should be a time when the continents are studied as a whole, is of moment. Indeed there should be a study of the continents together, of their similarities, of their differences. Another kind of information that one wants, we might class as historical geography. If one cannot fix in the mind of a child all the places where memorable deeds have been enacted, he can so fascinate him by telling him the glory that haunts many places in our own country where the bravest of the brave have fallen in defense of the right, that he cannot forget if he would. He can associate place and circumstance in a way that makes one recall the other. He can form a habit,—if not so invaluable as the "dictionary habit,"—yet very valuable, of studying history with an atlas at hand. Although no child can yet feel the sacredness of association that lingers around the birthplace of Shakespeare, of Robert Burns, of others of the world's great poets, yet the teacher whose heart is aglow with interest in these things, can teach the child to feel that great men give to a place an interest that cannot die. Associations with great names will make deep impressions. Scores of children remember where Mt. Vernon is because so early in life they can be made to feel a proprietorship in all that relates to Washington.

There is still another kind of geographical knowledge that one wants. It is of places where nature is seen in surpassing loveliness or in awful solemnity. Many teachers have visited some of these places in their own country. How utterly selfish it is not to bring home some of the beauty and grandeur to their pupils! Think of one who has seen a lake in its beauty, perhaps even in the golden glory of a sunset, letting a child simply tell from the printed page where it is, and not showing it to him with that imagination which could be brought into play by the skillful word-painting of the teacher. Think of a teacher who has been so blessed as to see the "grand old ocean" in its majesty, to listen to its music which into ears even less gifted than the poets, pours a music rich and deep, *define* the ocean or tell where it is with no more exalted idea of it than that it is a pool of water larger than the one the boys swim in in summer or skate over in winter. Although you may not get the most accurate idea of mountains into the head of the boy who has been so unfortunate as to live where there are no fine old hills, still if you can tell him how they looked to you at a distance with the purple haze about them, how they changed upon nearer view, what you did and what you saw when you were actually on them, perhaps relate your experience in the ascent and descent of Pike's Peak, mountains will no longer be to him merely a black line upon the map, or, worse still, unmeaning words in the descriptive text.

But you tell me not all common school teachers can travel and see these wonderful things. But for those who cannot travel, there are books of travel that can furnish information that will, coming from the teacher's lips, carry almost the conviction of personal knowledge. There are illustrated papers and magazines that can be given to the boys and girls to read, from which they can gather much to tell in the geography class. One of my friends, a superintendent in a neighboring city, will allow me to tell you of one of his wise

plans, of which I had never thought until I heard him tell it in a teachers' institute. It is to buy these papers, such for instance as the *Harper's Weekly*, when they have become a little old and can therefore, be obtained for half-price. For the purposes for which they are to be used in the geography class they are just as useful as at their issue.

This seems to me all the geography that needs to be taught under the head of "information which every one wants." Physical geography and mathematical geography, while affording information, deserve attention chiefly through their "disciplinary value as offering problems for the exercise of the intellectual faculties." A great deal of physical geography can be understood by children and ought to be taught to them in connection with what is called common school geography. The reason is that this glimpse into science, this evidence of design, this seeing of effect from cause, this mind in nature controlling man and the destiny of nations, ought to be given to those who are to leave our schools before the text-book of physical geography is taken up in the course.

That as each face has its own expression though all faces possess certain features, each continent has its own contour, the child can be led to find out for himself without being told by the printed page that each continent has a primary and a secondary axis. I have seen children at an early age get the clearest idea of a water shed and then take as much delight in reasoning back from the course of the rivers to the nature of the land, as in any pleasant puzzle given to them for their diversion.

They like to learn of the atmosphere; to know the names of the clouds seems to make them better acquainted with them. They look for them and call them by name just as they would welcome a new acquaintance. The weather is a matter of such vital importance in regulating their different forms of amusement that they can easily be led to some knowledge of climate, and will be greatly interested in its effects upon plant and animal life. The ocean, too, can be made to interest deeply the boy of thirteen or fourteen. He may find it difficult simply to commit to memory the course of the Gulf Stream. But if you tell him of the comparative latitude of Labrador and Ireland and give him a realizing sense of the difference in climate between these two countries, he will be all eagerness to find a cause therefor. With his natural love of the wonderful, the subject of volcanoes becomes one of exciting interest. Indeed, I sometimes think that he would like to penetrate to the centre of the earth to find out whether there really is fire there. The truth is that physical geography has in it the opening pages of so many sciences that if it is not taught at all or if it is unskillfully taught, it is almost like darkening the eyes to the light of all science. One of the most delightful text-books I have ever used is "Guyot's Physical Geography." I should like to recommend it as an aid to teachers of geography of any kind. One of the pleasantest recollections of a teacher's life full of brightness is the memory of the enthusiastic class in physical geography. How the boys in particular read not only everything that the teacher furnished but everything brought in by other members of the class, really formed into a bureau of information! The papers they used to write! The discussions of questions upon which there was room for difference! Perhaps you might laugh at some of the ideas of the childish philosophers; but, nevertheless, there was evidence of enthusiasm and thought that the teacher could but delight in.

There is not a great deal of mathematical geography that ought to be taught at all in the common schools. The proper place for it is in the high school review. The teacher who conducts this review ought by means of the knowledge which the pupils have of spherical geometry and of astronomy to develop in them a clear idea of the parallels, meridians, latitude, longitude, changes of the day and night and of the seasons. Things which could not be comprehended by the immature mind of the grammar school pupil ought to be understood by the mind which has reached a higher development through the high school studies.

I do not understand Miss Mason's third division; that is, why a third division is made; because it seems to me that in both of the others, geography plainly has its value as a means of culture.

In the teaching of geography, as of any other branch, the soul of any and of all methods is the teacher. If she can be brought to know what is useless and what is valuable, to an enthusiastic desire to make a subject interesting as well as instructive, to an eagerness to know what is scientific teaching, and to a passionate longing to realize her highest ideal, she will not have to wait for another world for her reward, but will here see the growth of mind and soul.

MARGARET W. SUTHERLAND.

I long ago learned from dear Mr. Henkle to cultivate a "dictionary conscience", but this does not always save me from perplexity when reading advertisements. A noted railway corporation tells us that its mission is to "break down monopoly", and *on the same page* boasts of its own "exclusive privilege" of crossing a certain strip of territory. What is a wicked monopoly in New Jersey is only an innocent exclusive privilege in Maryland. This shows how an odious name, if shouted loud enough and long enough, is stronger than any argument. Let the ultra conservatives in the legislature take a hint. If any reforms are proposed, do not examine and discuss them,—that is a dangerous policy for all the followers of Solomon Snow who wish to "take things as they air"—and leave them so. Shout 'School-Book Ring' and your work is done, for all the weaker brethren will be frightened at once.

M. R. A.

The new Albaugh Bill has passed the House by a good majority. All eyes are now turned to the Senate. We hope it will pass the measure by a decisive vote. And we hope too that it will as promptly and decisively strangle that other measure that passed the House on the same day with the Albaugh Bill, which provides for the appointment of a commission to prepare and publish text-books for all the schools of the State. We look upon this measure as impracticable and mischievous in the extreme.

A good colored brother, who teaches near Harrisburg, gives us elsewhere a brief account of the status of the colored school question in Pennsylvania. He is correct in saying that the great need at this time is not legislation but humane and prudent action on the part of the people, whether their faces be dark or pale.

The Fifty-eighth Annual Report of the Public Schools of Cincinnati, advanced sheets of which are before us, is a document of much more than ordinary interest. It will have historic value, in that it contains a record of the changes involved in the quiet revolution in school administration which has been going on in Cincinnati in the time covered by this report. Besides important changes made in the statute regarding the election of trustees and the appointment of teachers, there were modifications of the course of study, and radical changes in the matter of examinations and promotions. In our January number we gave our readers what Dr. White has to say on the last named subject, and we shall take occasion in future to make other extracts from this excellent report.

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It is no less annoying to us than to some of our subscribers that the MONTHLY does not always reach them promptly. We have had more complaints of irregularity in the last few months than in the same number of years previous, though increased care has been exercised in mailing. It is to be hoped that the new postmasters and employes of the postal department will become sufficiently familiar with their duties to render efficient service before the next national house-cleaning. For the present, we know no other way than to ask subscribers to report promptly when they fail to receive a number, and we will mail a second copy.

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#### THE O. T. A.

The teachers of Ohio will be glad to know that Dr. W. T. Harris, of Concord, Massachusetts, one of the clearest thinkers and most logical writers in the country, has consented to deliver the Annual Address at the next meeting of the Association. Since the last issue of the MONTHLY, the following persons have accepted places on the program, either to present papers or open discussions:—Hon. Mr. Albaugh, Supt. J. W. McKinnon, Supt. J. A. Shawan, Prof. G. W. Knight, Supt. P. W. Search, Miss Fannie McLain, Supt. J. F. Lukens, Supt. L. W. Day, and Supt. F. Trendley.

There are a few yet to be heard from, and then the program will be complete.  
M. W. S.

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#### EDUCATIONAL INTELLIGENCE.

- The public schools of Zanesville, O., have an attendance of 2,600 pupils.
- The regular bi-monthly meeting of the Summit County teachers' association was held at Akron, Feb. 25.
- The South-western Ohio teachers' association held a meeting at Hamilton, Feb. 25. If some one will send us a report of the doings, we'll send it abroad.
- The Cuyahoga Falls high school graduated a class of ten—three boys and seven girls, January 27. Supt. Schnee is doing a good work for these schools.
- A strong sentiment against the employment of teachers of German in public schools, exists in a good many quarters—notably in Springfield and Steubenville, O.

—A meeting of Ohio and Indiana school superintendents was held at Piqua, Feb. 23, 24 and 25. We hope to have a report of the good things said and done, for our next issue.

—The teachers of Champaign county were in session at Urbana, Feb. 18. F. S. Fuson presented the subject of "Training Children," and an address was delivered by J. W. MacKinnon.

—The Akron High School graduated a class of 25, January 27. The plan of semi-annual promotions now prevails in all the grades of the Akron schools, and two classes are graduated each year.

—Several graduates of the Cincinnati Normal School would accept positions in other cities. Parties desiring further information should write to Dr. E. E. White, superintendent of instruction, Cincinnati.

—We learn that the schools of Willoughby township, Lake Co., under the superintendence of S. P. Merrill, are in better condition than ever before. The teachers are full of enthusiasm and are pursuing more intelligent methods.

—A custom house officer at Atlanta, Ga., is credited with saying that he recently for the first time in five years saw in the U. S. court room of that city a jury, every man of whom could write his name. The schoolmaster must be getting in his work in Georgia.

—A good school in the South wants a principal—a well educated married man, not less than thirty years old, and a Presbyterian or Congregationalist. There is a good school building and a fine residence connected with it. Inquirers may address the editor of this Journal.

—The teachers of Highland county met at Greenfield, Feb. 25. Chas. Swadley and C. G. Fairley discussed the question, Should the state publish a series of text books? Reynold Janney read a paper, and there was a general discussion of proposed amendments to the school law.

—The first assistant superintendent of the New York city schools has resigned. The *Mail and Express* suggests the election of a woman to fill the vacancy. There are over a hundred women principals, a woman trustee and two women commissioners, and the testimony is all in favor of their effectiveness: Why not have a woman for assistant superintendent? The reasoning is good.

—N. Coe Stewart, of Cleveland, president of the musical department of the National Educational Association, announces that Metropolitan Temple, which contains a magnificent organ, has been secured for the use of that department during the meeting at San Francisco, July 17-20. Mr. Stewart asks all interested to correspond with him, making suggestions concerning the program, etc.

—A meeting of the Licking county teachers' association and reading circle was held at Utica, Feb. 11. There were at least 100 teachers present, besides a large attendance of citizens. The citizens very generously entertained the teachers at the hotel. Mayor Knowlton welcomed the teachers in fitting terms, and all felt that it was good to be there. The following names appear on the program: J. C. Hartzler, J. B. Mohler, Elma Smith, Prof. Swartz, Tillie G. Wallace, Miss Lützenberg, Miss M. S. Sininger, O. C. Larison, J. Martin, J. B. Taylor, I. C. Guinther. The teachers of Licking are awake.

—The officers of the National Educational Association are pushing to completion the preparations for the meeting at San Francisco, July 17-20. The following rates for round trip tickets are announced: From Boston, \$93.75; from New York, \$91.75; from Philadelphia, \$90.25; from Washington, \$88.50; from Buffalo, \$86.50; from Cincinnati, \$77.00; from New Orleans, \$67.50; from St. Louis, \$67.50; from Chicago, \$72.50; from Missouri river points, \$60.00.

—A meeting of the Geauga County teachers' association was held at Troy, Feb. 4, 1888. An interesting program was carried out. In the forenoon the program consisted of exercises by the teachers and pupils of the township schools, which are under the efficient supervision of A. D. Nash. Troy is trying township supervision this year, the first town of the county to try it, and the new system is proving very successful. In the afternoon, the following interesting and instructive papers were presented. "The Sunshine and Shadows of the Teacher's Life," by L. V. Howard, Supt. of Parkman Schools. "The Problem of the Cities," by G. A. Ragan. "Some Consequences of the Rotation of the Earth," by Prof. G. H. Colton, of Hiram College.

—The centennial of the landing of the pioneers at the mouth of the Muskingum, April 7, 1788, will be celebrated at Marietta, April 7, 1888. The Washington County Pioneer Association have the matter in hand, and are making the necessary arrangements. An oration will be delivered by Senator George F. Hoar, addresses will be delivered by Hon. Thomas Ewing, Judge Joseph Cox and others, and Rev. Henry M. Storrs will deliver a discourse on Sunday following. It will be an occasion of great interest, and many descendants of the pioneers will undoubtedly embrace the opportunity of making a pilgrimage to the old home. This celebration should not be confounded with the Centennial Expositions to be held at Cincinnati and Columbus later in the season.

—The annual meeting of the N. E. O. T. A. was held in the Cleveland Board of Education rooms, Feb. 11, beginning at 11 o'clock. In the absence of Pres. Fraunfelter, Supt. Moulton, of Warren, was elected chairman. The association was led in prayer by Prof. Smith, of Oberlin.

Samuel Findley read a very interesting paper on the late Rev. Anson Smyth, D. D., a leading educator of the State, and superintendent of Cleveland schools from 1863 to 1867. B. A. Hinsdale, Supts. Day, Parker, Clemens, and Moulton, and Misses Dutton and Revelly recalled pleasant recollections of associations with Dr. Smyth.

The paper by J. W. Keyser, of Leetonia, on "Science Elements in Under-grades," was a strong plea for scientific instruction in the lower grades, and was well received. The closing exercise of the day was an interesting talk on "The Beginning and Course of our Civil War." The reader, A. A. Bartow, of Sandusky, showed considerable knowledge of the subject and some originality of view in the discussion.

The committee on nominations reported the following, who were elected officers for the coming year: President, Samuel Findley, of Akron; secretary, C. P. Lynch, of Warren; treasurer, J. C. Barney, of Willoughby; executive committee, W. V. Rood, H. C. Muckley and E. H. Stanley.

CHAS. P. LYNCH, Sec.

—The February meeting of the Clarke county teachers' association was held at Springfield, in the rooms of the Board of Education. The secretary having resigned, W. H. McFarland was chosen to fill the vacancy. The following program was carried out: "Teachers' Rights and Liabilities in relation to his Pupils," by W. A. Rockel. "The first five years of a child in the District School," by Miss Emma J. Pyle, of New Moorefield. Discussion opened by Miss Anna Torrence, of Clifton.

The first paper was well written and listened to very attentively. It was discussed by Messrs. Bell, Weir, Hershey, Donham and others. The papers read by Misses Pyle and Torrence were capital. It was the universal opinion of those present that they were the best papers ever read before the association. They were not theoretical, but the actual experience of the ladies themselves. The papers will be published. It is to be regretted that more primary teachers were not present to hear the papers and the discussions. Remarks were made by Miss Twitchell, Messrs. Donham, Hershey and others.

Remarks were made by nearly all upon the coming centennial celebration. It was decided that a committee of three should be appointed to prepare an exhibit of Clark county school work for the centennial. Messrs. Bell and Donham and Miss Anna Torrence were appointed with full power to act. The association adjourned to meet the second Saturday in April.

—The regular bi-monthly meeting of the Scioto County teacher' association was held at Sciotoville, Feb. 10 and 11. Aaron Grady was called to the chair, and G. W. Rightmire was chosen Secretary. The first session was devoted to a general discussion of the pleasures and difficulties of the teacher's life. At the opening of the session on Saturday morning, Aaron Grady took up the subject of "Spelling Reform." He favored the present form of spelling, while the prevailing opinion of the association was on the side of reform.

Mr. Andrew moved that our senator and representative be requested to vote for the Albaugh bill, now pending before the Legislature. This caused animated discussion, in which Andrew, Corn, Grady, Sikes, Lavinder, Wallace, Osborn, and Mooney took part. The motion prevailed, and Andrew was appointed to prepare a petition for signature.

J. C. Milner addressed the association on the "School Law," pointing out some defects in the existing statute. Supt. Cox followed with an interesting talk.

"How much grammar to teach and how to teach it," was discussed by W. D. Corn.

Prof. Sparks then gave an interesting impromptu talk on Physiology, followed by Prof. Cox, on the need of the study, and the benefits to be derived from it. The teachers present seemed to favor the introduction of Physiology into the common schools.

The next meeting will be held at Portsmouth, April 6 and 7.

This is the second year of the organization, and this is the best meeting yet held. The association is doing a good work in stimulating educational thought throughout the county.

Geo. W. RIGHTMIRE, Sec.

# PERSONAL.

—Alexander Vance succeeds A. J. Surface in the superintendency of the East Liverpool schools.

—A. J. Surface has resigned the superintendency of the East Liverpool schools, to take a position in the University of the Pacific, at San Jose, Cal.

—Rev. E. V. Zollars, of Springfield, Ill., has accepted a call to the presidency of Hiram College. He will take charge at the opening of the next college year.

—A. S. Barnes, founder and head of the great publishing house of A. S. Barnes & Co., died Feb. 17, in Brooklyn, N. Y. He was born in New Haven, Conn., in 1817.

—P. W. Search, superintendent of schools at Sidney, O., read a paper on "Pure Air and how to Secure it," at a meeting of the State Sanitary Association held at Toledo, Feb. 9 and 10.

—P. L. Hamilton, a colored teacher in Barnesville, O., has resigned his position to work for an insurance company in Columbus, O. It is said that he held the best certificate in Barnesville.

—Media V. Friend, a teacher in the Cleveland Central High School for several years, and more recently in the Urbana High School, has accepted the principalship of the Junior Preparatory Department of Denver University, Colorado.

—The many friends of Dr. Thomas W. Harvey will be pained to learn that he has been confined to his room by sickness for the past seven weeks. He is now improving slowly, and hopes to get out into the air and sunshine again when the bright days of spring come.

—Dr. B. A. Hinsdale has been unanimously elected to the chair of "The Science and Art of Education" in Michigan University. He has accepted the position and entered upon its duties. This is a good appointment. We are only sorry to lose Dr. Hinsdale from Ohio.

—William Richardson, who has charge of the schools of Sedalia, Mo., is to be congratulated on the excellent condition of the schools under his care. The *Sedalia Democrat* of recent date has an extended article on the general management of the schools and the character of the work done, which is very complimentary.

—W. H. C. Newington, an Ohio teacher, who this year has charge of the schools of Buffalo, Wyoming, is stirring things up in his new field, as is his wont wherever he labors. *The Big Horn Sentinel* says the people of Buffalo have a high appreciation of the able manner in which the schools are conducted under Mr. Newington's management.

—Seperintendent L. W. Day, of Cleveland, recently received from his teachers a very fine testimonial in the shape of an elegant gold watch and a certificate of life membership in the National Educational Association. Mr. Day has been connected with the Cleveland schools for nearly twenty years, and he never was at any time more popular with the teachers than he is at present.

—A very sore affliction has come to Mr. Thomas P. Ballard, of Columbus. Mrs. Ballard died Saturday, Feb. 11, after an illness of several weeks. The following tribute is from the *Ohio State Journal*:

"It is not too much to say that the death of Mrs. Ballard is a public loss. Few women of her age had more or warmer friends. As a teacher for several years in the public schools of this city, she drew to herself the affection of many who had been her pupils, and in the society in which she moved she was a universal favorite. A woman of great personal beauty, of a genial and mirthful temper; always full of merriment and good cheer; studious, cultivated and graceful in her manners; full of the kindest sympathy and the most abounding charity; an active and enthusiastic helper in the First Congregational Church, of which she was one of the best beloved members, her death will make a vacancy in many places that time can never fill. Her marriage took place in January, 1886, and she leaves an infant son."

Brother Ballard will have the sympathy of a very wide circle of friends in his deep affliction.

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## BOOKS.

*Manual of the Constitution of the United States.* By Israel Ward Andrews, D. D., LL. D. Revised Edition. Van Antwerp, Bragg & Co., Cincinnati and New York.

This is the second revision of this excellent Manual, by the author, since its first appearance fourteen years ago. The chief alterations and additions are those made necessary by the progress of legislation. It is a well recognized authority in all matters pertaining to the practical workings of the Constitution to the present time. It is certainly unsurpassed, and it is doubtful whether it has an equal in its department.

*The Elements of Psychology:* A Text-book. By David J. Hill, LL. D., President of Bucknell University, and Author of "Elements of Rhetoric and Composition", "Science of Rhetoric", and "Elements of Logic." Sheldon & Co., New York and Chicago, 1888.

This, like the author's other text-books, has grown up in the class room. It is elementary without being superficial. It is complete, covering the whole ground. It is remarkably simple and direct in style, and accurate and concise in definition. It is scientific rather than philosophical; though the speculations of some of the leaders in the various schools of philosophy receive some attention in smaller type. Its application of the principles of psychology to the practical problems of education make it especially valuable to teachers. The book is one we can heartily commend.

*Introduction to Physical Science.* By A. P. Gage, Ph. D. Boston: Ginn & Co. 1888.

The favorable reception given to the author's Elementary Physics has encouraged him to adapt the same methods to a work still more elementary. The method is strictly experimental. The pupil is expected to accept as truth only what he learns by personal investigation. Experiments are suggested and questions are proposed, upon which, by means of simple and inexpensive apparatus, the pupil makes his own observations, and records his conclusions.

in his note-book. The book is exceptionally meritorious. The plan is good, and its execution is good.

*Introductory Steps in Science.* By Paul Bert, Ex-Minister of Instruction of France. Translated by Marc F. Vallette, LL. D., Principal Grammar School No. 31, Brooklyn. Revised and Enlarged by John Mickleborough, Ph. D., Principal Grammar School No. 9, Brooklyn. D. Appleton & Co., Publishers, New York.

It is said that over half a million copies of the original book, by M. Paul Bert, was sold in France within three years. The translator and reviser have dressed it in suitable garb for American youth. It consists of seven parts: I. Animals; II. Plants; III. Minerals and Rock Formations; IV. Physics; V. Chemistry; VI. Animal Physiology; VII. Vegetable Physiology. It would be hard to conceive of a more attractive and pleasing presentation of so vast a store of useful knowledge.

*The Practical Question Book.* By Lamont Stilwell. Boston: The Educational Publishing Company.

Most of our readers know that we do not put a high value upon books of this kind, but this is one of the best of its kind. It contains 6000 questions and answers on History, Political, Mathematical and Physical Geography, Arithmetic, Orthography, Reading, Natural Philosophy, Grammar, Composition and Rhetoric, Physical Geography, Civil Government, Book Keeping, School Discipline, and Practical Pedagogy. The answers for the most part, are quoted from standard authors.

*Outlines of Natural Philosophy,* for Schools and General Readers. By J. D. Everett, D. C. L., F. R. S. 216 illustrations. New York: D. Appleton & Co.

This may be called a readable text-book. Familiar language is preferred to technical terms, and every statement is made as plain as possible, so as to keep up the young reader's interest. Leading principles, such as may be made plain to beginners, are included, and more abstruse and difficult topics are omitted.

*An Old English Grammar.* By Edward Sievers, Ph.D., Professor of Germanic Philology in the University of Tubingen. Translated and edited by Albert S. Cook, Ph.D. (Jena), Professor of the English Language and Literature in the University of California. Second Edition. Revised and Enlarged. Boston: Ginn & Company.

Old English is the language spoken by the Germanic inhabitants of England prior to the twelfth century. Most old English Grammars have been based on the poetical texts, but in the present instance the older prose writings have been used as the basis of grammatical investigation. Following the historical method, the author has endeavored to discriminate somewhat critically between the earlier and later forms. A book very serviceable and helpful to students of Old English.

*Familiar Animals and Their Wild Kindred.* For the Third Reader grade. Van Autwerp, Bragg & Co., Cincinnati and New York.

A choice selection of instructive and interesting anecdotes of the animals of which everybody likes to read, told in a concise, simple, plain and entertain

ing style. The book is one of the very few suited to the tastes of both boys and girls of all ages, and of adults. It is a delightful book and should be read by or to every child. The writer has read it to his children and this criticism is given from actual experience and observation. E. F. V.

*A Quiz-book on the Theory and Practice of Teaching* By A. P. Southwick. Syracuse, N. Y.: C. W. Bardeen, Publisher.

This is a piece of bungling patch-work. First are several selections of poetry, "The Jolly Pedagogue," etc. Then follow three or four pages of brief extracts, under the title "Pedagogic Mosaics." At the close of the book, under "Addenda," are a half dozen pages of observations (chiefly quoted) on a variety of subjects. The body of the book is made up of miscellaneous questions and answers on the theory and practice of teaching. The answers have been clipped (we had almost said cribbed) from educational papers and magazines and copied from books, with questions supposed to be suitable prefixed; but many of the questions and answers are glaring misfits. We notice one answer occupying an entire page, taken from this magazine without credit. That there is any demand for such books is not creditable to the teaching profession.

*Fourth Natural History Reader.* By Rev. J. G. Wood, M. A. Boston School Supply Company.

This is a good book for either home or school. The boys and girls will read it with pleasure and profit. There is still another number to follow.

*Little Poems for Little Children.* Suitable for memorizing and for recitation at school and at home. Compiled by Valeria J. Campbell, and published by The Interstate Publishing Company, Chicago and Boston. 75cts.

This is a choice collection, such as every primary teacher should have. The selections are sparkling and bright, and have a healthy moral tone.

*The Interstate Primer Supplement.* Designed as a drill book to supplement the primer and first reader in primary schools. By S. R. Winchell. Chicago: Interstate Publishing Company. 25 cents.

A very pretty book—good paper and large clear type.

No. 32 of Houghton, Mifflin & Co's Riverside Literature Series contains The Gettysburg Speech and other papers by Abraham Lincoln, and an essay on Lincoln, by James Russell Lowell, with introductions and notes. Boston: Houghton, Mifflin & Co. 15 cents.

*Shakespeare and Chaucer Examinations.* Edited with some remarks on the class-room study of Shakespeare, by William Taylor Thom, M. A., professor of English Literature in Hollin's Institute, Virginia. Boston: Ginn & Co., 1888.

The first edition of this little book appeared four or five years ago. The demand for a second edition afforded opportunity for some additions and improvements. It contains several actual examination papers, some of them prize papers, and remarks on "class-room study of Shakespeare," in which the author sets forth his method in literature study. The book as a whole must

prove very suggestive and helpful to teachers and students of English literature.

*Niles's Advanced Geography*—Mathematical, Physical, Political. St. Paul, Minn.: D. D. Merrill, Publisher.

This book corresponds very closely to an ideal we have often had in mind. It contains a full outline of mathematical geography, so presented as to lead the student to observe and think for himself. The department of physical geography is not an exhaustive treatise on geology, meteorology, zoology, etc., but the leading features of the land, the water, and the air are brought to view, the student being all the time kept in the attitude of an observer, and thrown as much as possible upon his own resources. Having studied the physical features of the earth, he is prepared to go on to the study of its inhabitants and their institutions. The maps, charts, diagrams and illustrations are numerous and excellent. We have not seen a better geographical text-book for upper grammar grades and high schools. It is also well suited for advanced classes in country schools.

*Lessons in English Grammar.* By Alfred H. Welsh, of Ohio State University. Chicago: John C. Buckbee and Co.

Of making many grammars there is no end, and many of those made deserve and receive very little attention; but the one before us is not of this class. It presents the facts of the language simply and logically, without the great multiplicity of useless and confusing distinctions found in some grammars. The author's claim to have made a nearer approach to the day when one-half the time now spent in the study of English grammar will bear twice the fruit now realized, seems to be just.

*Lectures on the Science and Art of Education.* By Joseph Payne, A. M., the first professor of the Science and Art of Education at the College of Preceptors, London, England. With portrait, chapter analyses and full index. New Edition. Cloth, 16 mo. 343 pp., \$1.00. Published by E. L. Kellogg & Co.: New York and Chicago.

The necessity for new plates of this abridgment of these celebrated lectures has given the publishers an opportunity of making some valuable improvements. The topics discussed in the text are printed in *Italics* on the margin; an analysis of each lecture is added; and there is a copious index at the end, amounting almost to a common-place book on education. The typography, paper and binding are in keeping with the contents; and this is saying a great deal, for any teacher who does not own a copy of these lectures in some form has reason to be ashamed of himself.

*The School Album.* A collection of new and beautiful songs for public and private schools. Music by H. W. Fairbank; words by Minnie B. Lowry. Chicago: S. R. Winchell & Co., publishers. Price, 30 cents.

This bright little songster is made up of three distinct grades—primary, intermediate, and advanced, each one of which is published separately at one-third the price of the combined edition. Each part is suited, in music and words, to the grade for which it is intended. The songs are such as can be easily sung by school children, and will furnish abundant material with which to supplement the old familiar tunes.

*Mistakes in Teaching.* By James L. Hughes, Inspector of Schools, Toronto, Canada. Revised Edition. New York and Chicago: E. L. Kellogg & Co.

Under the several heads of mistakes in aim, mistakes in school management, mistakes in discipline, mistakes in method, and mistakes in moral training, ninety-six important mistakes are clearly pointed out and corrected. We know no other book of its size which contains so much of practical value to teachers.

*What Words Say: A practical analysis of words.* For use in elementary schools. By John Kennedy. New York: Kennedy & Co.

There are few studies of more value than word analysis, when rightly taught at the right time. The plan of this book is simple and uniform throughout. An alphabetical order is followed. Each lesson consists in the analysis of a group of words containing a constant significant syllable or its equivalent. This syllable stands at the head of the lesson and its meaning is given as the key to the whole group. We think well of the book.

*The Art of Questioning.* By J. G. Fitch.

*On Stimulus in School.* By Arthur Sedgwick.

*The Art of Securing Attention.* By J. G. Fitch.

*Improvement in the Art of Teaching.* By J. G. Fitch.

*Practical Work in the School.* By Charlotte M. Yonge.

*Object Teaching.* By J. H. Gladstone.

The above six little brochures are published by E. L. Kellogg & Co., New York.

#### MAGAZINES AND PAMPHLETS.

The March number of the *Atlantic Monthly* contains a very happy combination of light reading and articles of weightier import. Dr. Oliver Wendell Holmes, the genial "Autocrat of the Breakfast table," now proposes to preside at the supper-table, and begins by giving us some very pleasant chat entitled "Over the Teacups." (Miss) Charles Egbert Craddock continues her serial, "The Despot of Broomsedge Cove." Henry James begins a very entertaining three-part story entitled, "The Aspern Papers." "The Dawes Bill and the Indians," by James B. Thayer, is a timely article. John Fiske has a strong chapter on the "Beginnings of the American Revolution." These and other articles make this an attractive number.

*The Popular Science Monthly* for March comes laden with riches of thought in its chosen field. Hon. David A. Wells continues his papers on "Economic Disturbances; Prof. A. D. White concludes his "New Chapters in the Warfare of Science;" under the title, "The Ante-chamber of Consciousness," Francis Speir, Jr., reports the results of his inquiries as to whether mental action goes on during unconsciousness; an anonymous writer discusses "Evolution—What it is Not, and What it Is." All departments are full, as usual, of matter of interest and value.

*Annual Report of the Youngstown Public Schools.* F. Treudley, Superintendent.

*Annual Report of the Public Schools of Toledo.* H. W. Compton, Superintendent.

*Annual Report of the Board of Education of the City of Auburn, N. Y.* B. B. Snow, Superintendent.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### THE DRIFT AGENCY.

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BY F. N. BARBER.

[Read before the Portage County Teachers' Association.]

The greater portion of Ohio is covered with clay, sand, gravel, and bowlders, which are called drift, because they have been transported, or *drifted*, to the places where they are found. This feature is not confined to Ohio alone, but covers a large area extending from Maine to Kansas, and northward into Canada. As it overlies the older formations, it constitutes the most characteristic feature in the geology of our State. Although it is the last of the geological series, and, therefore, the easiest to examine, and contains the freshest record; yet nowhere in geology have opinions been more unsettled and changeable. There are several theories to explain its phenomena; and it is my object to discuss, as fully as can be done in a single paper, the various theories of the cause, course, and results, of the drift agency.

The underlying rocks in that part of North America above the fortieth parallel have their surfaces planed and scratched in a very striking manner, evidently caused by a powerful agent, which all scientists admit to be ice. As to the nature of the movement, there has been much discussion. Some regard it due to ice moving on the land, as a

glacier; some, to ice floating in water, as icebergs; while others ascribe it to both glaciers and icebergs.

If the surfaces of the uppermost rocks be examined, they will be found marked by parallel grooves; which, in this part of the State, extend northeast and southwest, and, in the western part, northwest and southeast. These are the general directions, which vary in certain localities; as, in Nelson Township, the course is northeast and southwest; while in Aurora the course is northwest and southeast.

Evidently, the cause which gouged out the Great Lakes produced the scratches on the rocks throughout the drift area. These furrows are found both sides of the lakes, and on exposed rocks in the midst of the lakes themselves. At Put-in-Bay, the markings vary from barely perceptible lines to hollows sufficiently large to contain the body of a man. Glaciated surfaces are easy to recognize; their signs are unmistakable. Those who have examined the effects of modern glacier action do not hesitate to say that these polished and striated surfaces are the results of ice, moving over the land as an immense river.

Undoubtedly, Lake Erie was formed subsequently to the general glaciation of Ohio; as the former movement was at right angles to the latter, and, in many instances, has crossed the other striæ. The lake could never have been produced by icebergs however large; the phenomena are too well associated to assign the lakes and the drift different origins.

Some ancient river-beds and valleys are far below the beds of the waters which now occupy them. The Ohio river flows throughout its whole course at least 150 feet above its old channel; the Cuyahoga is over 225 feet above its ancient bed; and the Mississippi is hundreds of feet above its old channel. This could never have been caused without an elevation of the continent, of several hundred feet. So, our theory supposes the northern half of North America to have been elevated from 1000 to 2000 feet or more above its present level; because these varied channels could never have been cut by present streams unless flowing more rapidly and to a lower level than they do now.

It must not be understood that these ancient watercourses were all formed during the glacier epoch; for many of these channels are narrow and deep, such as are produced by running water, and not by ice. Some of them are found south of the latitude which the glacier reached. Many of these channels have been obliterated and modified by ice.

The northern parts of the continent were more elevated than the lake region, so that there was a gentle slope southward. At this period, the climate must have been much colder than at present, owing to

increased altitude, and presence of snow and ice, and astronomical causes to be considered in a subsequent portion of this paper. So, we lay it down as a fact, that the drifted area was once covered with an immense ice-cap, having a thickness of not less than 3,000 feet; some have estimated it to have been even 10,000 feet deep in places.

Slight inequalities would form scarcely any resistance to such a force; even it was very reluctant to turn aside for mountain chains, for we find its effects over all the surface of New England except Mt. Washington. In its course it planed off the hill-tops, undermined the cliffs and hill-sides, and carried the fragments onward to be still further ground into clays, sand, gravel, and small stones. On the top of the ice-sheet could have been seen fragments of earth and rock, torn from undermined cliffs. These lateral moraines were not subjected to the tritulating forces of the buried debris of the glacier. None of this rubbish could be deposited along its course, but must be left at the lower limit in heaps of boulders, clay, and sand, called the terminal moraine. This material is not stratified as we should expect it to be, if formed under water. Such is the boulder clay, the first of the drift series.

Then came a period when the continent was depressed 500 feet below its present level. The climate was then warmer than during the preceding epoch. The ice-sheet retreated northward, leaving behind heaps of boulder clay. Thus, we may see a high line of deposits left at the terminal moraine, and a vast amount of drift left by the glacier in its course to the north, whence it came.

There were many basins left behind, into which the drainage of the northern lands terminated. These were similar to lakes and seas; and the sediment brought down by rivers would, upon reaching the still water of the basins, be deposited in fine layers. Those valleys and river-courses which were excavated in the glacial period, but afterwards sunk beneath the water, would form basins to catch the suspended debris and that brought from the highlands. Thus it was that the ancient Cuyahoga river bed at Cleveland was filled 228 feet with fine Erie clay, as the deposit is called.

Upon the boulder and Erie clays is found, in many places, an ancient forest-bed, containing logs, stumps, and even upright trees. This forest would, of course, require the surface to have been higher than at the deposition of the underlying clay; that is, the land must have been above water. A portion of the land must have been a marsh, as large beds of peat twenty feet deep have been found. The wood is pine, hemlock, and cedar, which indicate a much colder climate than at present.

Then followed a second subsidence, which submerged the forest-beds, and covered all with clay, sand, and gravel. This is analogous to the bluff formation of the Mississippi valley. It was at this time that icebergs from Canada came freighted with gravel, bowlders, and blocks of mica, granite, and other substances. As they floated into warmer regions, they melted and scattered broadcast over the sunken area, the bowlders which are strewn too plenteously over the country. In the southwestern part of Freedom Township, on the diagonal road to Ravenna, may be seen a field thickly dotted with bowlders, so large and numerous that it is rendered unfit for cultivation. These icebergs, if they floated far enough south, were often stranded on the watershed between the rivers going to the Ohio and to the Lake. This ridge enters the State in Columbiana County and extends through Stark, Holmes, Knox, and Licking Counties, to the western part of the State at Hamilton County into Indiana. This marks the southern limit of the great ice-cap and is its terminal moraine.

During the last submergence, the rapid currents and waters beating upon many low islands and shallows, washed out the clay, gravel, and small stones, leaving rounded hills of gravel and bowlders. Many such hills may be seen in Portage County, especially in Randolph Township.

That the gravel and bowlders above the forest-beds and Erie clay did not come by glacial action is proved by the fact that the finely laminated clay upon which it lies is not at all cut by glacial furrows, its upper surface being as it was when deposited in still water.

When the Grand Glacier crept back into Canada and the ridge in Ohio was brought out of the water, a large amount of water escaped southward in strong, swift currents, carrying the lighter materials left by the glacier. The coarser matter was left near the place of starting; while the finer was deposited farther away, according to the fineness of the material held in suspension. The valleys in the southern part of the State are filled with drift, washed down from the interior. Hence it is called the modified, or valley drift. As it was brought down by water, the finest portions were carried beyond our State and mostly gravel and bowlders, mixed with sand and a little clay, are found within its limits. At Louisville the drift is all fine, but few stones are found as large as the two fists. At Cincinnati the drift is coarser than at Louisville, but not as coarse as further up the valleys near the ancient terminal moraine. This modified drift covered the river valleys deep and, at the last elevation of the continent, the present water courses were established, which overran and cut through the deposits above their old beds.

At the close of the last submergence, the land was not elevated gradually ; but there were periods of rest and perhaps of recession. During the times of rest, new land and shore-lines were forming, and during the times of elevation the waters were partly drained off, and the width of the river valleys and enclosed basins diminished till another period of rest determined a new level and shore-line. At each elevation the limits of the waters were becoming narrower and the rivers were cutting through the underlying deposits ; thus forming, at different levels, a number of ridges called terraces. Hence the period is styled the terrace epoch. At Cleveland there are two or three distinct ridges at different heights ; the highest (250 feet) being the farthest from the lake, pointing to the conclusion that its waters stood at a higher level, covering the northernmost counties of the State.

Some entertain the theory that the lake ridges are terminal moraines made during periods of rest of the retreating glacier. This is disproved by the following facts : they are too even and horizontal to have been moraines ; they are composed of beach and not glacier materials ; they consist of gravel and sand, the former of which is waterworn. The ridges are sometimes upon stratified deposits. If a glacier had left the material, the stratification of the lower beds would have been disturbed. Similar ridges are now forming on the lakes. Lake Michigan shows remarkable examples of the present forming of them. So, there can be no doubt of the lake ridges' being ancient beaches, or shore-lines. The formation of lake ridges and terraces is the last in the history of our surface geology.

The theory as stated is a combination of the glacier and iceberg theories. Glaciers formed the grooved feature of the bed rock, and the high ridge extending east and west through the State. Its retreat left heaps of boulders and clay, scattered quite regularly over the region north of the ridge ; at the same time, the waters going south distributed the debris in that direction. This was during a time of subsidence. The Erie clay, overlying the boulder clay, was then formed in still water. At the re-elevation of the State, the forest-beds were made ; and at the next subsidence, icebergs came with boulders and coarse gravel, mixed with clay. Then followed periods of elevation and rest, during which terraces and lake ridges were made. Such are the facts and immediate causes of the drift.

Anyone who has taken the pains to examine the evidences of the great changes of climate during the drift period will not hesitate to accept them as proved.

A few words are necessary to state the causes of the extreme cold of the ice period. Various are the theories advanced, and, as yet, no

cause is accepted by all scientists. Prof. Lyell argues that the land, at that period, was concentrated about the North Pole. This would favor the accumulation of snow and ice, and produce a greater degree of cold in southern latitudes; but this theory is losing ground because of its insufficiency.

One cause was the elevated condition of the northern part of our continent. Furthermore, the increased elevation must have increased the land area, which made the winters somewhat colder; while the accumulation of ice and snow, in a great measure, reduced the summer heat, consequent upon a large mass of land.

The greatest cause is found in the varying eccentricity of the earth's orbit, and the precession of the equinoxes. The orbit of the earth is like a flattened circle, with the sun not at the centre but toward one end. The earth is nearest the sun in January. Thus, during our summer, the sun is farthest from us. There are periods of change in the eccentricity, or flatness, of the earth's orbit. In a period of greatest eccentricity, the sun in perihelion is 8,000,000 of miles nearer than now; and, in aphelion, 8,000,000 of miles farther away than now.

It is well known that the time of the earth's coming nearest the sun is a little earlier each year; so that in 21,000 years the earth will be nearest the sun during our summer, and farthest away during our winter. A time of greatest eccentricity, combined with a time when winter comes at the aphelion point, would produce extreme cold. This would make the winter in the northern hemisphere thirty-six days longer than the summer. Thus the summer, though a fifth hotter than now, would not be sufficient to melt the snow and ice accumulated in a winter one-fifth colder. The effects of each winter would be added to the accumulations of preceding winters. This cumulative cause continued for over 10,000 years. The effects of this has been estimated to depress the temperature  $40^{\circ}$ , which is an Arctic climate. Such is the best theory for the cause of the extreme cold of the ice age. This theory was advanced by Prof. Croll, of Glasgow.

It is claimed by some that the snow and ice, produced by the long, cold winter, would have been melted by the hot summer. It must be remembered that it is very difficult to melt ice. It requires one pound of water at  $142^{\circ}$  Fahr. simply to melt one pound of ice. As the water and ice evaporated, they surrounded themselves with an envelope of moisture, which absorbed the sun's rays; thus intercepting the heat before it reached the surface of the water, snow, and ice. This vapor being at a low temperature soon fell as snow and thus the summer's sun fell far short of melting the preceding winter's snow.

Some have argued that an ice-sheet could not have moved from the north as there is no slope southward. To which it is well replied that the rocks show incontrovertible evidence of such a sheet. The northern highlands were much reduced by the glaciers themselves; and, furthermore, the northern part of North America was, undoubtedly, more elevated than the southern.

A glacier is but a river of ice, behaving like a viscous fluid, now widening, now narrowing to conform itself to the shape of the valley. It flows faster at the surface than at the bottom, and in the middle than at the sides. It acts very much like thick tar.

A high pile of snow would sink and spread by its own weight. The snow and ice could not have moved northward as it was kept solid and fixed by severe cold; hence its immense weight impelled it southward where it was loosened and softened by a milder temperature, and the impediments in its course were comparatively small. It is sufficiently well established that an Arctic climate and a higher altitude at the north easily explains the origin of the great ice sheet.

Some have attributed the drift entirely to iceberg agency; but this is easily disproved. First, because the creases in the rocks are uniform, continuous, and exactly like those in the Sierra Nevada and the Alps. Second, we find no sea-shells buried in the drift. If the icebergs came down the St. Lawrence, as it is claimed, then shells would have been found farther west than the Champlain region. Third, our bowlders are not like those of eastern Canada. All drift materials can be traced to localities north and northwest of Ohio.

Prof. Andrews, who reported, for the State, the geology of southeastern Ohio, attributes the whole phenomena of the drift to icebergs. It is true his district contains no record of glacial action; because it is south of the limit of the great glacier. Prof. Newberry says that Prof. Andrews' mistake arises from the study of his district, and that he would not have advanced the iceberg theory, had he examined the lake region. Prof. Andrews says, that glacial action ought to be seen in the Alleghanies; that the drift shows that it was deposited in water; and that the northern highlands are not high enough to cause a glacier to move southward. It is replied, that traces of glacial action have been found in the Alleghanies of West Virginia and in the Unaka range of Tennessee; that the polishing and grooving is precisely such as are produced by *land* ice and not water or *floating* ice; that the lowest deposits of the drift are not such as we should expect to find, if left in still water or dropped from icebergs; that it has been shown that, if ice were to accumulate to the thick-

ness of several thousand feet on the Canadian highlands, and was prevented from moving northward by the frozen and unyielding ice, it would flow to the south where the temperature is such as to soften and loosen it. Also it may be replied that, although it may be impossible to say how glaciers could have reached here, the evidence that they have been here is certainly shown by the permanent and unmistakable record they have left.

*Windham, O.*

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## PRIMARY WORK.

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MARY SINCLAIR, LEETONIA.

[Read before the Columbiana County Teachers' Institute.]

We primary teachers should congratulate ourselves that we live in the very best age as far as our special department of work is concerned; an age when our work is appreciated as it has never been before; an age when any one who desires to enter the teachers' ranks is not thought competent to take charge of our little six-year-olds and experiment on them, till she gain sufficient experience to teach a higher grade; an age when superintendents are seeking for capable and experienced women to place in charge of primary schools, and when school-boards, in many cases, are willing to pay a salary commensurate, in a degree at least, with the labor and responsibility. And we see promise of still brighter days in the future, in the fact that many of our cities are placing lady supervisors of primary work in their schools at liberal salaries. That our ablest educators are giving time and thought to our work is evident from the fact that the most important recent improvements in methods have been in the primary grades. And we have the consolation of knowing that our work is in one of the most pleasant and appreciative grades. The wee tots come to us directly from the mother's influence, with many of their cunning, baby ways still clinging to them. They are so loving and trustful, having perfect confidence in us and all we say and do.

But we sadly deceive ourselves if for one moment we imagine we can act an assumed part before them and not be detected. They seem to know by instinct when we are sincere and true. And although we have so many things in our favor, it is to be hoped that no one proposing to enter our ranks will suppose for an instant that ours is altogether a rose-strewn path. If she does I fear she will find to her disappointment that there is at least an occasional thorn to be encoun-

tered. The teacher who would reap success must labor zealously and earnestly. Success is never won without great toil and weariness. Any one about to enter this noble profession should ponder well these lines :

"Teacher! to thy self  
Thou hast assumed responsibilities  
Of crushing weight. A mighty peerless work  
Is thine! The golden chords attuned by thee,  
Or grown by thy neglect discordant, not  
In time alone, but through the limitless  
Expanse of all eternity, shall throb;  
And should one note, which thou, by greater care,  
More zealous labors, or by added skill,  
Might now attune in harmony, be found  
At last in dissonance with virtue, truth,  
Or mental symmetry, in Heaven's sight,  
Methinks a fearful guilt will on thee rest.  
Thou hast to do with God's most noble work!  
The image fair, and likeness of himself!  
Immortal mind."

If we wish to avoid ruts in our work, we must keep abreast of the times in educational matters. Why do teachers become antiquated and old foggy? There is certainly no necessity for it, and such a state of things could be avoided by keeping posted in the advancement which is being made in our work. If we take the best school journals and read the latest educational books we will not get behind. We get the latest and best school room methods and devices from our journals. If we would try half of the good things suggested in almost any of them in one year, we would have no occasion to complain that our school is dull. We cannot always use the methods given, but they often suggest something which we can use. The idea is abhorrent that a teacher should be simply a teacher. We should be constant and devoted readers of the best literature; for we all believe no one can so easily and successfully simplify knowledge as to bring it within the comprehension of a child as he who has thoroughly mastered the subject himself. Those who do not pursue some systematic course of reading and study, fail to become our most successful workers among children. As we primary teachers do not make the actual use in classroom of science and literature which high school teachers, for instance, do, there is the greater need that we pursue some systematic course of study outside of school. We have more leisure for self-culture than teachers of other grades, inasmuch as we are freed from the examination of papers and making of reports which occupy so much of their time. So far as professional reading is concerned, there is nothing to take the place of good school journals, with which each teacher should be liberally supplied. Perhaps some are saying, "I can not afford it;

besides, I am so weary when my duties in the school room are completed that I cannot read." You can not afford *not* to have the best professional books, and need history and literature as well. A systematic course of reading is refreshing, inasmuch as it frees the mind from school-room cares. What can be more refreshing after wearisome hours spent on a dull, dark day, when the very air seems freighted with noise, and the boys and girls seem to vie with each other in working mischief, than to take a quiet sail with Ellen Douglas, in her tiny boat, on the beautiful Loch Katrine? Would not cultivating the acquaintance of lovely Aurora Leigh be more entertaining, and smooth more wrinkles from our brows, than pondering over the day's vexations?

A French ecclesiastic has said, "A master must attend to every thing from the soul of a child to the strings of its shoes." If we accept this doctrine, and why not? we may well exclaim, "Who is able for these things?" Our duties are multitudinous and trying.

We must necessarily give attention to many things which seem trifling and unimportant, but—

"There are no trifles in the lives  
Of men! for seeming trifles oft are powers  
That act with potent force for weal or woe."

We have so many cares, there are so many beginnings to be made, and we are so desirous of having the children advance in their regular school work, that I fear we do not always give as much time as we should to more important matters. We do not always seem to realize how much more important it is that we train children in right ways of thinking and in right habits, than it is to give them a thorough technical knowledge of the required studies. Who does not realize that the moral training of the little ones is the most difficult and delicate part of our work? We sometimes act as though we believed the children's faults would all be corrected and noble character formed in the short time in which they spent in our particular grade. We could scarcely make a greater mistake. This work takes years, nay, a life time. We expect wonderful results in a few months, and hope to eradicate all evil tendencies in a year or two, when we have only five hours a day to counteract the street, and the home too, sometimes. We should not become discouraged because a few fitful efforts on our part do not have the much desired effect. We should take heart and remember,—

"Nothing grand, or beautiful grows,  
Save by gradual, slow degrees."

If we wish to have children become strong, and able to resist

temptation, we should not isolate them from their playmates, and place them where no evil influences will reach them. Any one can be good if surrounded by good influences only, but it is a weak kind of goodness and will not bear a very strong test. I have no patience with the sentiment sometimes expressed, or at least implied, that all children are naturally bad. I do not believe that all children are totally depraved.

"Oh! there's a slumbering good in all,  
And we, perchance, may wake it."

The large majority of school children make every effort of which they are capable to do just as the teacher desires. There is occasionally an isolated case where a child is wilfully stubborn, and makes no effort to comply with the teacher's request, as regards study and right conduct. Charlotte Bronte taught that "Where there is energy to command well enough, obedience never fails." May we not, ourselves, be to blame sometimes for a child's failure to do as we desire it to do? Children respect rightful authority when justly used, and have much more love for one who exercises it than for those wishy-washy sort of people who are afraid to exercise really necessary authority for fear of alienating the affection of pupils.

In punishments we should make a discrimination and not treat a thoughtless or playful act as if it were prompted by a vicious spirit. Most of the annoyances in school arise from an overflow of animal spirits and not from perverseness. Pupils should early learn that punishment is as certain as that a wrong act has been committed. It is the certainty rather than the severity of punishment which has the best effect. The more we are able to govern by the eye the easier and more effective will be our discipline. We may consider a child wilful when it is simply want of will which causes the trouble. The child lacks the ability to do that which it knows to be right, and which it really wishes to do. Some people labor under the delusion that in order to teach a child obedience its will must be broken.

"Never, never break its spirit,  
Curb it only to direct."

When a child's will is broken what have we? A poor, weak creature, subject to the caprice of those with whom it associates, and never capable of doing any thing very creditably. We want children to have will, and plenty of it too; but we want them to be subject to control.

"Would you stop the flowing river  
Thinking it would cease to flow?  
Onward it must flow forever.  
Better teach it *where* to go."

Our ideals should be high. No one, it is true, ever reached her

ideals, but if they are not lofty we shall fail to do our best work. We always come short of our ideals, whatever they may be. With our high hopes and lofty aims in the morning of life, how often have we been dispirited by the fact that

"Ere the night  
Our lives were trailing in the sordid dust?"

All this has a tendency to discourage us. It is with heavy hearts, oftentimes, that we take a retrospective view of a term's or a year's work and see how far we have fallen short of what we had planned. But our discouragements have, like the clouds, their silver lining. It is a healthful indication when a teacher can criticize her own work and detect faults, as she will then put forth greater effort at the next opportunity, and more nearly reach her ideal. Payne says, "The worst teachers are generally those who are satisfied with themselves and their own small performances." One grows faint-hearted when looking over the field and seeing how many things are to be done and learned in a few short years; and we grow weary waiting for the result of our well-meant efforts. Sometimes our efforts, especially to have children form good habits and strong character, seem to have been in vain. But although we can not always see the fruit of our labor, let us call to our aid "white-handed Hope" and believe that not all the seed has fallen on stony ground.

"Ye who toil with a purpose high  
And fondly its proud results await,  
Murmur not, as the hours go by,  
That the season is long, the harvest late.  
Remember that brotherhood strong and true,  
Builders and artists and bards, sublime,  
Who toiled in the past, and worked like you,—  
Worked and waited a wearisome time.  
Dark and cheerless and long their night.  
Yet they patiently toiled at the task begun;  
Till lo! from the clouds broke that morning light  
Which shines on the soul when success is won."

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## ABOUT GEOGRAPHY.

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CATHAY, O., 1888.

MY DEAR EDITOR:—I have been interested in reading several thoughtful articles in the MONTHLY about teaching Geography. I do not wish to trouble you with an article, but have my "testimony" to add in the meeting.

Very much depends upon the age of the pupil in settling the question of *what* should be taught. I have had no experience with very

young pupils, except as regards my own children; and thus far, that experience goes to show that it is well enough to "bide a bit." I was put into the externals of Geography when I was about six years old. That was long before I came to live in Cathay. Nevertheless, I think my babies know enough (without having been formally taught) to comprehend, if the proper exciting cause comes up, quite as well the location of China as of Cathay. Some credit should be given to the vivid imaginations of children. My little fellows may have indistinct notions of places remote, like Florida with its alligators, and Egypt, with its crocodiles, but they are "getting there" all the same. Perhaps it is reprehensible; but thus far it has not occurred to me to direct their attention to the points of the compass showing where these reptiles be, any more than I would to an "allegory on the banks of the Nile." For, after all, how many of these details are utterly trivial!

Of course, I know that clearness and accuracy is absolutely essential in teaching any science; but I am inclined to believe that we sometimes hurry up matters upon the pretense of systematic work. I am working at teaching a very thorough-going, systematic science, but I must confess that I roll my boys around in the details very much unsymmetrically, because I think they must dig out of the straw for themselves, and by themselves, and for the people. It is these multitudinous details that makes geography a bugbear. The principles are simplest of the simple. You have got a sort of a ball to describe, with pimples on it, large and small. These pimples have names, as for example, Roncesvalles, or the Strand in which the old dictionary maker used to walk. If I wanted to be profane, I am sure I could swear at a thousand of the names of these pimples, which have been of no use to me in my long course of reading.

If any one has been patient enough to follow me through this, and will stop a moment to think, he cannot fail to see that details of nearer objects are of much less importance. In Ohio, it is thought of importance to know where "Flint" is situated; but even the West-tervillians are getting to hold it in contempt—that is, since they have a station three miles nearer! But it is geography all the same!

Now my boy is required to know where are situated Flint, Westerville, Worthington, Marion, and other spots on the broad continent which I have hunted up and forgotten already. Peace be to my ashes! I should greatly prefer that he should have been taught to know something about London, even if misty, indefinite, undetermined, just as I myself know about Glastonbury or Camelot, than to have an accurate knowledge of Flint with its five houses, on the

north end of Franklin County, Ohio, in the town of Westerville—and at its northwest side.

The *Strand*, in London, Old England, is a proper topic for a student in geography. It is scarcely more than a mile long. It leads between Pall Mall into Cheapside; but many more things have happened in that narrow street than have happened in all Oregon.

I am trying to say that facts are relative, geographical, as well as historical. I am too busy a man to elaborate this. The geography of Spain, for example, has in it to be described many mountains, many rivers, many districts; but it would be a long story to show how, by physical divisions, Portugal, Castile, Aragon, Leon and the rest—the political unity is still unjointed. Why should the brats in the lower grades of our schools be bothered by this sort of thing? If I can not master it, why should they try? These things are local. "You pays your money and you takes your choice!" The largest local on the face of this globe is undoubtedly China. What do I know about her large empire, her enormous rivers, her millions of people? As for that, what do I care about her territory, her rivers or her population? Now I want to have you answer the same questions as to what you care! I am as good a missionary as you are.

As it seems to me, the truth is that we desire to know those geographical details that are historically interesting to us personally. Such are those spots already named and others like them—Jerusalem, Athens, Rome, Carthage, Concord, and Tippecanoe; and another set which have become dear to us through the stories of our babyhood—Carabas, Bagdad, and Robinson Crusoe's island. I am told that the study of facts like these belongs to an unimportant section of geographical science, and the real object of studying it is to know the real mint and cumin which form the spice of its pudding, like the heights of the mountains and the inclination of its poles, and above all, the routes you might take to go from Akron to Cleveland—including, as a matter of course, a study of the mighty river and its absorbent canal one would be forced to cross. An intelligent child might squeeze out some of the latter set of these geographical facts from the ticket agent and the brakeman, when on his tour, and thus save time which his energetic teacher could use profitably in other ways.

I started this screed by a desire to send you an experience of years ago, when a class of very bright young women were induced to study geography under my care. We professed to study physical geography; but any one who reads this will understand readily that the highest talent I have is one for digression. A few years before this, I had had another equally bright class of well grown girls who had been

Sunday school scholars from their youth up, and to this latter class, while reading what Virgil has to say about Carthage, Tyre and Queen Dido, I ventured to put the question as to the location of Tyre, and of Sidon, and, finally, of Jerusalem. To my horrified surprise I failed to obtain an intelligent answer, much less an accurate one; and yet this sort of knowledge was regularly required of these students of Virgil, as well as the geographical relations between Olympus and the Ethiopia the happy gods used to visit. So, profiting by this experience, I began my work with my new class of young women upon modern matters.

I insinuated that it would be conducive to a common understanding of the coming work in hand, if we could agree upon a mutual understanding as to size and distance. For example, we began with Ohio, because that is the fairest land any one can find upon this footstool of the Creator, and moreover, it is our land, in which we live and in which we shall be buried. How far is it from Cleveland to Columbus? then to Cincinnati? How far from Youngstown to Toledo? Some of the young women had crossed the State often, but they remembered little of the time consumed, and as far they knew, it might have taken two hours or twenty-four, it was all one.

This especial class were all in the French class. I tried to find out what they knew about that region of the East. I asked how far it is from London to Paris? How long it would take to go from one city to the other? Most of them thought they could journey in a couple of hours, and it might be they were fifty miles apart. Then I sought to find the distance between Calais and Marseilles. It seemed to them that it was somewhat like that between Columbus and Cincinnati.

As to size, I figured out for them the area of Ohio, and tested their notions as regards the comparative sizes of other districts. France was about as large; Arabia perhaps a trifle larger, but not much. Borneo, much smaller, perhaps a half; the British isles much larger than Madagascar. It is of no use to multiply details. These young women, who had certainly been well taught as teaching usually goes, had not been led to consider these matters of the common place.

Very likely they could give off glibly that Ohio had 40,000 square miles, and be amazed that this would make an average of 200 miles across; and that Arabia had nearly a million of square miles and yet not recognize that it would hold nearly 25 such States as ours.

The painters have phrases in criticising their rivals, and the most cutting is thought to be "He lacks a sense of due proportion." Presumably the same phrase may apply to the teaching of geography as usually practiced—quite so as to the notions presented in this squib.

Of course, I should insist that the boy should have a general notion of the earth, descriptive, mathematical, astronomical, physical, mythological, historical, and all the other alls; but I would like to have him be able to state the reasons for the faith that is in him, clearly, concisely, and accurately. The more reasons he has, the nearer he will approach Humbolt and Richter; but even with a few, he can be sure that Bulgaria does not lie in the heart of France.

Very respectfully yours,

AMICUS CATONIS.

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## PRIMARY INSTRUCTION.

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BY ANNA M. TORRENCE.

Too much stress can not be laid on first impressions. Not only the first year, but the very first day is the important day, in a child's school-life. Then is the time of all others you should put forth effort to be attractive. Be there first to welcome him; have a place ready for him; and make him feel you are his friend. Gain his confidence, and one-half your work is done.

A little child will believe anything, and be willing to do what he can for one he likes. And here, you are responsible for impressions made, whether for the child's good or not. Some may be repulsive to you at first, but don't let them know it. Little you know what they may be, if you start them aright.

Make your room attractive. You say your salary will allow no expenditure in this direction. No need of that. We in the country have the advantage of the city teachers in the supply of materials. Let the children help (indeed, they do most of the work), and they will enjoy it. They will string for you acorns, buckeyes, beans, corn, the seed-pods of rose-bushes, gather for you bitter-sweet, and what child is there that has not a pretty picture-card he will add to the collection. These, when nicely arranged, will make the room bright and pleasant. We call it our sitting room, where we are glad to welcome our friends; hence, our floor must be kept clear of scraps, our feet cleaned before entering, our hair combed, and our faces clean.

Let us have plenty of music, bright and lively singing and motion pieces.

I would say, avoid dishonorable rolls; for the ones who are sure to have their names on it will not care much. But, on the other hand, with your "Roll of Honor," "Chart Workers," "Good Lessons,"

"Not Absent or Tardy Rolls," you are able to arouse the ambition of the most careless, besides affording pleasure to every one by placing his name where he is proud to see it.

Expect the children to be polite to one another and yourself.

A little plan that works like a charm with us, is, to have each finger named, "Thank you," "If you please," "Excuse me," etc., being the names used. Anyone forgetting to use these in their proper places is reminded of a finger cut off.

In my school are three grades, in which no books are used except Readers. This calls for a great deal of object teaching. One thing that is both useful and ornamental is, "Our leaves from the woods." We are fortunate in having plenty of blackboard room. If you are not, sheets of paper could be used. Ask the children to bring you a leaf from every different tree they can find, and you can make an outline by laying the leaf down and drawing around it with chalk or pencil. These are pretty either in outline or autumnal shades. A great many lessons can be made from this. One day, study the nature of the wood; another, the trees the bark of which is used, nut-bearing trees, etc.

In our first year's work we prepared the child to enter the First Reader at the beginning of the spring term, having taught him to read by Word and Phonic methods, from chart and blackboard. Special attention is given to articulation and expression. The practice of teaching the alphabet is almost out of use. I wonder that teachers of the past did not become discouraged and give up in despair when attempting to teach, especially the slow pupil, his letters, and then place those letters in words. It is like giving the child materials to make a toy and telling him to make it. This will puzzle him; but give him the toy and he can tear it to pieces for you. So, give him a sentence or a word, and he can tear it to pieces, tell you each word, give you the sounds, and before you realize it, he is able to spell the words for you. Interest him in the words. "Cat" is generally the first word taught. Show him the picture of one. Ask him questions. Of course you want to know the names of all cats owned by the class and all their tricks. Now, he sees the picture is not the real cat, so he is able to understand that the word can mean cat, also. Then more "cats" are looked for and found, and it is not long before he will recognize the word wherever seen. Other words are learned and the child goes home the first or second day, proud to think he can read one or two chart lessons.

We have but this week come to the alphabet. Every letter is known to the class, but not in order. The preceding page contains some

36 compound words, or words of two syllables, such as lap-dog, dust-brush, puzzle, candy, etc. Each child in the class can tell every word.

Impress words on the mind by actions. "Buzz" is read with a buzzing sound; "purr," soft and purring, while "hurrah" will allow shouting and even waving of a handkerchief. One little one comes in saying, "We had mush for supper last night and I could spell it," while another says, "When I picked up chips for mamma this morning, I said c-h-i-p, chip."

Blackboard exercises can be made very interesting. They are given in script. Among the first script lessons are given the names of each child in the class. Soon these are learned by sight, and the child is delighted, not only to be able to point out his own name, but the names of his classmates.

After this, short sentences are given making a request. After we have made out all the words by sounding, (this work is not commenced until we know most of the sounds) the name of some pupil is added and another child asked to read. Thus, Gertie at my request reads, "Please open the door, Johnnie," and Johnnie walks over and opens the door. Then Frank reads the next sentence, which is, "Please shut the door, Ada," and Ada shuts the door. After looking at each word until we think we know it, the sentences are erased and the words written again, but not in order. We now have a game of "I spy," and find all the words.

Capitals and punctuation are taught from the first. Proper names are spelled with capitals; so, when the child is ready to write and compose for himself, there will be but little trouble in marking and using capitals correctly. Answers to questions are given in complete sentences.

Numbers are taught to this class by objects. Short examples in addition and subtraction are given. They like mental work. Now, at the end of five months and a half, they can readily tell you, that if 10 apples are divided equally among 5 boys each boy will get 2 apples; or, if I have 8 marbles, lose half and find 3, I shall have 7.

Lessons must be short and frequent as possible to keep the little ones busy. Give them work at their seats, writing, drawing, numbers, etc. The first year I taught I allowed no drawing, for so I had been taught, but I found this a mistake. Then, some little mischief-lover could not resist the temptation to draw on the sly, and cause his neighbor to laugh; now, no matter how comic a picture is, it is shown to me to admire, and if nicely done, can be drawn on the board, and remain there for awhile. It keeps him busy, causes closer observation, and in some cases develops quite a talent in this direction.

In the second year's work, the First Reader is completed and the Second commenced. Care is taken to secure clear enunciation. Smooth reading is required. The lesson is so prepared that the child does not stop to make out words in the class.

A good plan when assigning a lesson is to read it over with the class, bringing out ideas and expression, allowing them to tell in their own words their opinion of it, and finding out what lessons can be drawn from it. Let their imagination have full play. Then the study hour will be pleasant.

Don't let them read in a sing-song fashion. Don't be satisfied till you are sure by their reading they know what they are reading about. I don't mean by this that a lesson should be given over and over again, for that will discourage any class; but how much is anyone interested in something he does not understand? Remember that you are laying the foundation. Be sure your work is well done.

A danger will arise here which you must guard against. Children will read from memory. They may not make one mistake, yet if you point out certain words they can not tell you what they are. There are several ways of counteracting this. Have them read word about, read a word and skip a word, read to a mark, telling what it is and its use, or read the lesson backwards.

This year, they are expected to write their reading lessons without help, carefully placing capitals and marks. They are drilled in oral composition, facts about our neighborhood, county, State and rulers. Even these little ones are interested in our coming centennial celebration.

The work of this year includes exercises in reading and writing numbers of two periods, Roman notation to D, and special drill in addition and subtraction.

Our third year completes the Second Reader, and includes general ideas of geography and maps, oral and written work in all the fundamental rules, and written descriptions of pictures, of homes and familiar scenes.

Why not make our work pleasant by pleasant names? Our geography and mental arithmetic are best remembered when used as games. The questions in geography have been written on slips of paper, and each child draws one in his turn, announces his question, and if unable to answer passes it to the next, and so on. The one who answers keeps the slip, and the one having the most when done has the game. Soon these are all learned and more questions are added, so keeping up the interest. One little girl who took no interest in her geography lesson, and was quite careless in her answers, was aroused one day

by a little friend saying, "I like to sit below Becca in the class, for then I get all her questions, and am likely to get the game." "Well," said Becca, "its the last time you will say so, for I shall get every question and keep my own slips." And she did.

The game in mental arithmetic is always a little exciting. One pupil takes his place on the floor, and each child in the room is allowed to give him an example. If he can answer, he keeps the floor. If not, the one who asked the question answers it, and takes his place. No one is allowed to ask what he cannot answer himself. How the eyes sparkle, from the little beginner who gives  $2 \times 2$  to the bright scholar who is determined to have the floor, and requires change from \$10, having spent a quarter, a dime, and a nickle out of it.

Reading lessons are more interesting when illustrated in some way. Last week we had a lesson about a parrot, with a picture of a parrot-stand. The next morning a little boy brought in a parrot-stand he had made. What boy does not love to whittle? Many little things will be made, showing ingenuity, if you are but interested. Girls are not behind, either, but will find ways to show what they can do.

And so we could go on telling different ways to keep little folks busy, but will take no more of your time.

At the beginning of the fourth year, the pupils enter the intermediate room, and text-books are placed in their hands. At the end of the fifth year, they are expected to have completed the Third Reader. Spelling lessons from geography, reading lessons, and McGuffey's Spelling Book. Go to addition of compound numbers, with corresponding course in Stoddard's Mental Arithmetic. Small geography to Europe. Language lessons. Eclectic Copy Book, No. 2, and Drawing Book, No. 3. In this room object lessons are kept up, and a taste for geographical and historical reading cultivated.

*Clifton, O.*

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## ATTENDANCE AND TARDINESS.

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BY O. T. CORSON.

[At the suggestion of one of our subscribers in West Virginia, we requested Superintendent Corson to give the readers of the MONTHLY the benefit of his experience in securing prompt and regular attendance in the Cambridge schools. On behalf of the whole MONTHLY fraternity, we tender him thanks for the readiness and fullness with which he has responded.—ED.]

We generally succeed best in that at which we work hardest. Our most earnest thought and hardest work should always be directed toward the solution of the most difficult problems which arise in what-

ever work we have undertaken to do. Any success attained by the present administration of the Cambridge schools, in the line of good attendance and a decrease of tardiness can be accounted for in a *general way* on the principle above stated. Irregular attendance and a large amount of tardiness are looked upon by the writer as the two things most detrimental to the entire schools as well as to the individual pupil, and hence an extra effort has been put forth by all persons interested in the success of the schools to secure the best possible results in this line.

We presume, however, that an article on this subject, to be of any practical benefit to the reader, should deal with particulars, and an effort will be made to state plainly a few of the many things which have been done to secure results which have been very satisfactory.

In order that these results may be indicated to the reader in a manner which we hope will aid in the intelligent consideration of this subject, we here insert the following brief summary of the superintendent's reports to the Board of Education, the teachers and the local papers for the first six months of the year :

Month.	Enrolled.	Belonging.	Attendance	Percent.	Tardiness.	Neither Absent nor Tardy.
Sept. (1887)	832	762	732	96	31	428
Oct. "	840	808	783	97	19	535
Nov. "	835	814	794	97.4	14	547
Dec. "	825	801	783	97.7	6	577
Jan. (1888)	845	804	778	96.8	1	507
Feb. "	830	784	762	97	0	490

The writer took charge of the Cambridge schools Sept. 1, 1887, and hence no comparative reports with last year are given. A careful study of the subject of attendance and tardiness for several years past developed the facts that in the great majority of instances the irregular pupil and the tardy pupil are one and the same ; that tardiness is *almost never* necessary ; that irregularity in attendance just as seldom results from anything except indifference and carelessness ; and that the overwhelming majority of pupils, when properly managed, are both regular and prompt in attendance.

With a firm belief that the rights of the majority should be respected, and that a very small minority of careless and indifferent pupils should never be permitted to interfere with the work in any way, the first step firmly taken by the teachers and superintendent was the determination

"to regulate the nuisance" in such a manner that the evil resulting from it should be reduced to a minimum. (We did not undertake "prohibition" at once.) This determination, by a little judicious management, was easily imparted to the minds and hearts of the children, and with such an array of sentiment among scholars and teachers as was naturally produced, good results of necessity followed.

We must never forget that all law, in school or out, is worse than no law, without a sentiment to enforce it, and this principle must be recognized by all who would truly succeed in school government. With this idea in mind, every effort was made in the start to encourage promptness, and concentrate sentiment in its favor. Every room was closely watched, and pupils soon found that tardiness was in bad repute not only in one room, but in all rooms. We have seen boys and girls severely punished by a simple requirement made by the superintendent for all who were tardy the previous day, week, or month to stand up. It is undoubtedly true that one of the main factors at work *now* in securing promptness is the fearful frown of disapproval which is certain to meet any one who dares to spoil the record of his room.

Last fall, about two months after school began, in one of the primary rooms containing about eighty pupils, the attendance, with the exception of two boys, was excellent. These two seemed to care for nothing which ordinarily influenced the minds of children. They were very irregular in their attendance, and although the teacher had put forth every possible effort, still the difficulty was not overcome. The children became indignant, and finally one day at noon a little six-year-old came into the room, and in an excited manner told the teacher that they could not make "them bad boys" go home. The teacher, not understanding what was meant, inquired into the trouble, and found that "them bad boys" were the two irregular pupils, who had been waited upon by a very large committee of their classmates who already felt disgraced at the way in which they were acting. This little incident only served to illustrate the presence of a sentiment in the school which is as powerful in its influence over children, as the sentiment found in a community or State is, in controlling its citizens and law-makers.

Of course, there are a few children in every school, just as there are a few men and women in every community, who care nothing for the good opinion of those with whom they come in contact, and we can say from experience in dealing with a few of this character that nothing but sternness and sometimes severe punishment will do any good. The school as well as the State has its criminals, and the good

of all concerned demands just punishment. In another of our lower grades is a boy who is constitutionally slow. He had been a source of annoyance to his teacher who was in constant dread that he would come late, and have a bad effect on her school. One morning he came within about a minute of being tardy. The superintendent, who generally is found near the entrance of the main building at that hour, gently lifted him by the coat collar, and very quickly carried him into the room, to the great consternation of the boy and the delight of the school. He was not hurt at all, and has not been within ten minutes of being tardy since.

Now, I feel quite sure that by this time some reader will be ready to say that this may all tend to reduce tardiness, but that a reaction in the opposite direction will be sure to come, and that the dread of being tardy will become so great that many pupils will remain away entirely when they are a little behind time. This may occasionally occur. In our experience this year, out of nearly 900 of an enrollment, not more than ten cases of this kind have occurred, and these when we first undertook to rid ourselves of the evil. Within the past two months only one case has been reported.

On receiving a request from the editor to write this article, each teacher was consulted in regard to the effect that strictness in regard to promptness had had upon the regularity of attendance, and the universal testimony is that as tardiness decreased, the attendance grew better. A comparison of the reports of the different departments shows that in those rooms in which there has been the *least tardiness* there has also invariably been the *best attendance*. The table at the beginning of this article clearly points to the same general result, the decrease in the attendance and number neither absent nor tardy in January and February being caused entirely by sickness, such as measles, scarlet fever, etc., which detained several of our most punctual pupils at home.

While each teacher must, in the main, be responsible for the sentiment and the order of her room, it is the duty of every superintendent to aid in every way he can in the general discipline of the school. We have tried to the best of our ability to perform this duty, and since this article is written not as a matter of theory, but of practical experience, we trust our readers will pardon the reference which we are, of necessity, compelled to make to our own work.

Parents have been written to and talked to, always in a respectful but firm manner, and have in the majority of instances been led to see the benefit, and the necessity of their children's being in school every day and on time. In only one instance has anything but kind-

ness been shown, and we are happy to state that the irate father has been led to see the error of his way, and now fully recognizes the justice as well as the benefit of promptness.

The colored school has been especially unfortunate in having poor attendance and a large amount of tardiness. In the past, from twenty to thirty cases of tardiness occurred nearly every month. In October, seven of the nineteen tardy marks made by the whole school, were found in this department. One evening, after school closed, the superintendent in company with the colored teacher, a most excellent gentleman and instructor, visited each of the five families in which the tardiness originated. The visit is one long to be remembered, and led us to have a clearer idea of the difficulties under which many of this race still labor, as well as a higher appreciation of their readiness to aid the teacher in the work of educating their children. They were plainly told how unfavorably their school compared in attendance and promptness with the other rooms, and of our determination to break up tardiness which we knew resulted entirely from carelessness, and they were earnestly requested to aid us in the work. The month following the visit there were three cases of tardiness, and the next month two. In January and February, there was no tardiness at all. The attendance has also greatly improved, and the February report shows 94 percent of the number belonging present.

Great care has been taken to encourage every effort on the part of the children to be prompt and regular in attendance. On one morning the ground was so icy that traveling was dangerous. We all feared that a large majority of the scholars would not come at all. We were very pleasantly disappointed in finding that over 90 percent of the entire schools were in attendance, and with considerable difficulty we visited each room in the different wards, walking over a mile, simply that the boys and girls might know that their extra effort on that morning was appreciated. In order to show our appreciation in a practical manner, the forenoon session was prolonged a half hour, and the children dismissed for the remainder of the day. We should always remember, as teachers and superintendents, that quite frequently a word or act indicating a hearty approbation of some extra effort will do more toward securing good discipline, prompt attendance, and obedience, than a whole day of sullen scolding; and what is of far more importance, a renewed and stronger hold on the affections of the children will be gained, which with the conscientious teacher will be a power for good in a thousand ways.

In addition to what has already been mentioned, many little things have been done which will not be enumerated here for lack of space

and because they have only a local value. We would only mention that all bells should be rung *precisely* on time; that the teacher should be a *model* of promptness herself; that reports of the whole school in which the attendance, tardiness, and other matters of interest in each department, are given, should be carefully made out each month by the superintendent or principal, and having been printed on a cyclo-style or similar instrument, which every superintendent should have, a copy should be placed in each room, where teacher and pupils can see it, and compare their success with others. Of course, school should be made interesting, and we know that the grading of the daily recitation is a powerful factor for good in securing attendance, and work.

Success or failure in life depends largely on habits formed in childhood. The world is in need of men and women who are *prompt, independent, and industrious*. Let us as teachers do all that we can to conduct the public schools in such a manner that this pressing need shall be met.

Cambridge, O., March 3, 1888.

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## STATE CERTIFICATES.

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BY J. A. SHAWAN.

In the last issue of the MONTHLY, an article appeared under the above heading. It is evident that the writer did not understand just what was done by the convention of city and county examiners last winter. It is safe to say that very few of the class of examiners which "F" so heartily condemns were present—they are not the kind who seek to imbibe the spirit of the times. True, the Dr. Whites, Dr. Ellises and Dr. Hancocks were not present, and for good reasons, but their spirits were there in the Tappans, the Stevensons, the Johnsons and the Parkers.

The real resolution passed by the convention relative to State certificates was as follows: "That the law permitting the State Board of Examiners to grant ten years State certificates be so amended as to permit the granting of three grades of life certificates: first, a grade of certificate for teaching the *common and higher branches*; second, a grade of certificate for teaching *common branches* only; third, a grade of certificate for teachers of *primary schools*."

It is true that the above resolution was offered as a compromise, and, perhaps, without due deliberation, and the author is not sure that

it is the best substitute that could be offered for the ten-year certificate; but he is perfectly clear on the point that the State Board should issue none but *professional certificates*, and those should be valid for life. "For persons," says "F," "who have proved their scholarship and teaching ability, to be compelled to undergo an examination every two or three years is an outrage." Why not go a little further and concede that persons who prove their scholarship and have had sufficient success as teachers to receive certificates for ten years are qualified to teach during life in that grade for which they show themselves prepared? Many of our primary teachers are far more competent to sustain a rigid professional examination in primary work than the majority of those who hold life certificates. In their department they are doing as noble work as any of us, and why discriminate against them? A little reflection will recall to any one's mind a number of grammar and common school teachers who are in every sense of the word efficient. I confess, as an examiner, that I am at a loss to know just how soon such a teacher will exhaust his store of knowledge or lose his moral strength and need to come back to be remeasured and *renewed*.

It may be that with lower boards of examiners a time limit is necessary. All entrances should be carefully guarded, so that none may enter but those who are qualified. This is necessary for the protection of the children and of those teachers who take the pains to prepare themselves. But when one has shown himself worthy to receive recognition from the State Board, probation should cease. It is so in law, medicine and theology, and should be so in teaching.

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## A SECOND LAURA BRIDGMAN.

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The recently issued report of the Perkins Institution for the Blind, where Laura Bridgman has spent fifty years of her life, adds another most interesting and promising record to the accounts of persons afflicted with this double infirmity. The number of persons deprived of both sight and hearing is larger than is commonly supposed, and gives no sanction to the common belief that the loss of one sense insures an unusually strong development of the others. From a psychological point of view, the value of such cases depends, first and chiefly, on the age at which the senses were lost, those cases being the most suggestive and valuable in which the loss is earliest; secondly, upon

the degree of blindness and deafness, as well as the rapidity with which these senses lose their function, the most instructive inferences being deducible from cases in which the loss is total; and, thirdly, from the completeness and accuracy of the record of the person's capabilities and achievements at the various periods of life, and especially during early childhood. In all these respects the case of Laura Bridgman is a most phenomenal one. Her life-history is to the psychologist most fruitful of hints and suggestions, throwing clear light upon questions otherwise difficult of approach. It is an experiment of nature, and as rightfully gets the eager eyes of the psychological student turned towards it, as the transit of Venus attracts the gaze of every astronomer's telescope. The majority of cases of deafness combined with blindness, however, do not belong to this category. In many instances enough remains of hearing or sight, or both, to allow these to enter as a factor in the mental development of the individual, and to that extent to vitiate the exclusive inference as to the *roles* that these senses play in the psychic life. Often, too, though sight and hearing are practically totally lost, the loss occurred at a period of life when the mind has begun to profit by the experience which these senses collect, and can for many years feed upon the material thus brought together. This independence of the intellectual centers from their food-supply of sensations after a certain age—the fifth to the seventh year for sight—has been proved by actual observation. The report above referred to mentions that there are between thirty and thirty-five blind deaf-mutes in Sweden, where a benevolent lady has organized a school for such defections, and not less than forty such in this country. Eight of these are mentioned by name; but in only two of these cases is the age mentioned at which the loss of the senses occurred,—the one at eleven years, the other at seven, but with enough sight remaining to distinguish color,—and in both these, as well as in a third case, hearing was not lost until the power of speech had been permanently acquired. But of all these cases, hardly excepting that of Laura Bridgman, that of Helen Keller deserves the most minute and careful study. A *resume* of the facts concerning her condition, collected by Mr. Anagnos, the director of the Perkins Institute, cannot fail to be of interest.

Helen is the daughter of cultured and well-to-do parents, and was born in Alabama on June 27, 1880. When about nineteen months old, she was attacked violently with congestion of the stomach; and to the effects of this disease are referred her total loss of sight and hearing. Previously she is said to have been of perfect health, and unusually bright and active. She had learned to walk, and was fast learning to

talk. The loss of her senses thus took place about seven months earlier than in the case of Laura Bridgman, though Helen seems to have been as much if not more developed at nineteen months than was the latter at twenty-six months. In both cases a slow recovery was made, and a painful inflammation of the eyes set in. It is recorded of Helen that she "soon ceased to talk, because she had ceased to hear any sound."

As her strength returned, she gave ample evidence of the soundness of her mental faculties. She learned to distinguish the different members of her family and her friends by feeling their features, and took an especial interest in the affairs of the household. The little hands were constantly busy in feeling objects and detecting the movements of those about her. She began to imitate these motions, and thus learned to express her wants and meaning by signs, to a remarkable degree. Just before completing her seventh year, a skillful teacher from the Perkins Institute—Miss Sullivan—was engaged for her. At this age Helen is described as a "bright, active, well-grown girl," "quick and graceful in her movements, having fortunately not acquired any of those nervous habits so common among the blind. She has a merry laugh, and is fond of romping with other children. Indeed, she is never sad, but has the gayety which belongs to her age and temperament. When alone, she is restless, and always flits from place to place as if searching for something or some body." Her sense of touch is developed to an unusual degree, and enables her to recognize her associates upon the slightest contact. Her sense of smell is very acute, enabling her to separate her own clothes from those of others; and her sense of taste is equally sound. In this respect she has an advantage over Laura Bridgman, in whom both these senses were reduced almost to extinction. She speedily learned to be neat and orderly about her person, and correct in her deportment. The first lesson is an interesting epoch. A doll had been sent Helen from Boston; and when she had made a satisfactory exploration of it, and was sitting quietly holding it, Miss Sullivan took Helen's hand and passed it over the doll; she then made the letters d-o-l-l in the finger-alphabet while Helen held her hand. "I began to make the letters a second time. She immediately dropped the doll, and followed the motions of my fingers with one hand, while she repeated the letters with the other. She next tried to spell the word without assistance, though rather awkwardly. She did not give the double l, and so I spelled the word once more, laying stress on the repeated letter. She then spelled 'doll' correctly. This process was repeated with other words, and Helen soon learned six words,—'doll,' 'hat,' 'mug,' 'pin,' 'cup,' 'ball.' When

given one of these objects, she would spell its name, but it was more than a week before she understood that all things were thus identified." In a surprisingly short time Helen completely mastered the notion that objects had names, and that the finger-alphabet opened up to her a rich avenue of knowledge. Every thing had to be named, and she seemed to remember difficult combinations of letters, such as "heliotrope" and "chrysanthemum," quite as readily and securely as shorter words. In less than two months she learned three hundred words, and in about four months she had acquired six hundred and twenty-five words,—a truly remarkable achievement. She still used her gesture-signs; but as her knowledge of words increased, the former fell into disuse. Next, verbs were taught her, beginning with such as Helen herself could act, as 'sit,' 'stand,' 'shut,' 'open,' etc. Prepositions were similarly mastered. Helen was placed *in* the wardrobe, and the sentence spelled out to her. 'Box is *on* table,' 'Mildred is *in* crib,' are sentences which she constructed after little more than a month's instruction. Adjectives were skillfully introduced by an object lesson upon a large, soft worsted ball and a bullet. Helen felt the difference in size at once. "Taking the bullet, she made her habitual sign for 'small;' that is, by pinching a little bit of the skin of one hand. Then she took the other ball, and made her sign for 'large' by spreading both hands over it. I substituted the adjectives 'large' and 'small' for these signs. Then her attention was called to the hardness of the one ball, and the softness of the other; and so she learned 'soft' and 'hard.' A few minutes afterwards she felt of her little sister's head, and said to her mother, 'Mildred's head is small and hard.'" Even so arbitrary elements of language as the auxiliary 'will' and the conjunction 'and' were learned before two months of instruction had passed, and on May 1 she formed the sentence, "Give Helen key, and Helen will open door."

From this the step to reading the raised type of the blind was an easy one. "Incredible as it may seem, she learned all the letters, both capital and small, in one day. Next, I turned to the first page of the 'Primer,' and made her touch the word 'cat,' spelling it on my fingers at the same time. Instantly she caught the idea, and asked me to find 'dog,' and many other words. Indeed, she was much displeased because I could not find her name in the book." She soon added writing to her accomplishments, and carefully formed the letters upon the grooved boards used by the blind. On the 12th of July she wrote her first letter, beginning thus: "Helen will write mother letter papa did give helen medicine mildred will sit in swing mildred will kiss helen teacher did give helen peach," etc. This well justifies the

statement that she acquired more in four months than did Laura Bridgman in two years. Letter-writing is quite a passion with her, and, as she is also able to write by the Braille system, she has the pleasure of being able to read what she has written. Her progress in arithmetic is equally remarkable, going through such exercises as "fifteen threes make forty-five," etc. As examples of her powers of inference, the following will do service: she asked her teacher, "What is Helen made of?" and was answered, "Flesh and blood and bone." When asked what her dog was made of, she answered, after a moment's pause, "Flesh and bone and blood." When asked the same question about her doll, she was puzzled, but at last answered slowly "Straw." That some of her inferences are not equally happy, the following illustrates: "on being told that she was white, and that one of the servants was black, she concluded that all who occupied a similar menial position were of the same hue; and whenever I asked her the color of a servant, she would say, 'Black.' When asked the color of some one whose occupation she did not know, she seemed bewildered, and finally said, 'Blue.'" Her memory is remarkably retentive, and her powers of imitation unusually developed. One of her favorite occupations is to dress herself up,—a performance which she accomplishes not always with success according to our ideas. Her progress continues, and each letter is a marked improvement upon its predecessors. A letter to Mr. Anagnos contains the following sentences: "My doll nancy is sleeping. She is sick. Mildred is well uncle frank has gone hunting deer. we will have venison for breakfast when he comes home. I did ride in wheel-barrow and teacher did push it," and so on. Enough has been said to indicate the remarkable powers of this unfortunate child, and to give basis for the belief, that if her training is continued in a wise direction, and with a proper appreciation of the value of detailed and accurate investigation, the world will be able to read in the life of Helen Keller a most momentous psychological lesson.—*Science.*

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## NOTES AND QUERIES.

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### THE COLOR LINE.

Would not the inevitable result of the late theories presented to the readers of the MONTHLY be a complete amalgamation of the black and white races? Having lately conferred two of the greatest of human rights upon the black man, would it not be well to call a halt, until we see whether he is likely to prove worthy of what he has already received? They who fondly deem the "negro problem" solved,

reckon not wisely. It yet remains to be disclosed, whether the sudden enfranchisement of such an illiterate horde was a wise and humane act, or a colossal blunder; paralleled only, by that other mistake of encouraging the flood of foreign pauperism and crime to seek our shores. With an unprincipled money aristocracy on one side, and an ignorant and vicious rabble, both black and white, armed with that potent weapon, the ballot, on the other, we are likely to have enough to do to preserve our republican form of government.

Who is narrow? Who is sentimental? Is it the man who is opposed to bringing the negro into an unnaturally intimate contact with the whites; or is it the man who can see nothing but jealousy in such opposition? Trace the course of the Anglo Saxon, from the present back to Plymouth Rock; yes, through the centuries beyond; mark the discipline that has made him what he is; and then ask yourself whether he is likely to have cause for jealousy toward his colored brother. Inquire of History what light she can throw upon this question. It is *not prejudice* which forbids a complete extinction of the color line; *'tis Nature's protest against a mongrel race.*

Hudson, O.

H. M. ALGER.

Amalgamation is a bugbear of which a good many people seem to be afraid. It seems to us mainly a matter of taste. There are many people besides those of African blood, with whom we would not be willing to intermarry; and yet we do not see in this a reason for withholding from them any right. Brother Alger speaks of the enfranchisement of the black man. To our mind, there would be far greater propriety in the government's withholding the ballot from him until there is reasonable evidence that it is safe to put it into his hands, than in denying him the right to earn a living in any honest way congenial to his tastes and conducive to his happiness. Theoretically, there was considerable risk in enfranchising the black man; but practically, he has shown far less disposition to use his privilege to the injury of society than most of those who despise him. We have felt reconciled to whatever risk there may have been in conferring upon the black man the privilege of suffrage, by the reflection that if this great step had not been taken when it was, it would, in all probability, have been impossible for long years to come. The great advance was easily made at that time, and we are suffering no serious evil results. Let us thank God and take courage to press on. Our voice is for an open field and a clear track in the race of life for all.—ED.

#### A TEACHER IN TROUBLE.

DEAR EDITOR: I come to you for a little advice. Wages being low here last winter, I agreed to teach the school in our district for \$22 a month for five months. I taught the same school the previous summer and the summer following. In all that time I had no trouble with either pupils or directors. The directors offered me the school again last fall and I accepted, nothing being said about wages. Last

Friday, my term having closed, the clerk brought me an order for my pay, at the rate of \$22 a month. I returned it to him, saying I had not agreed to teach for that sum. He replied that that was all the directors were willing to pay, and that I could not collect any more. It is acknowledged on all hands that I have taught a good school, and I think I ought to receive more, as teachers in neighboring districts are getting as much as \$30. Can I collect more, or must I accept what the directors offer me?

Be good enough to tell me, also, whether it is the country teacher's duty to spend the noon hour at the school house. Some have complained of me for going home to my dinner.

———, *Ohio, Feb. 26, 1888.*

Yours truly,

LUCY S——.

The editor is not a lawyer and does not undertake to give legal advice; but a common sense view of this case seems to be about as follows:

Since you taught the school the previous winter for \$22 a month, and in agreeing to take the school again you said nothing about wages, it was only natural for the directors to infer that you were satisfied with the wages of the previous winter, and to act accordingly. There would be no impropriety in your suggesting to them that, as teachers in neighboring districts received more, and as your increased experience ought to be worth something, you had hoped that they would be willing to grant you some increase of wages. But failing to bring them to your view of the case, the appropriate thing for you to do, under the circumstances, is to accept the \$22 a month gracefully and without a murmur, inwardly resolving never to be caught teaching another school without having first made a specific contract. There is very little probability that you could, in the present instance, collect more than \$22 a month.

As to your second inquiry: It is the duty of the teacher of a country school to remain with the pupils during the noon recess. The care of the school property and the care of the health and morals of the children require the teachers' presence during this time.—ED.

#### MEMORY TRAINING.

I am constantly receiving letters from teachers asking my opinion of "The System of Memory Training," or "The Art of Never Forgetting," as taught by Prof. A. Loissette, of New York city.

I did not endorse this system until I had studied and examined it carefully. I found it of great value, and then commended it. At once I began to receive letters asking if I really meant what I had written?

A system that has been taught so long in England, and endorsed in this country by such men as Prof. Richard A. Proctor, the Astronomer, Prof. Denio, of Bangor Theological Seminary, Mark Twain, Rev. Dr. Buckley, editor of *The Christian Advocate* and hundreds of others, needs no endorsement from me. I have found it all it claimed

to be, and every hour spent in its study has proved not only profitable but has been a delightful recreation.

I cannot close this note better than by quoting the words of Prof. R. A. Proctor, written after he had studied the system, and which reflect so well my own views. "Whether regarded as a device for memorizing, or in its more important aspect as a system of "Memory Training, Prof. Loissette's method appears to me admirable. \* \* \* *I have no hesitation in thoroughly recommending the system to all who are in earnest in wishing to train their memories effectually and are therefore willing to take reasonable pains to attain so useful a result.*"

*State Normal School,  
Potsdam, N. Y.*

E. H. COOK.

#### MORE LIGHT.

Will J. W. Pfeiffer explain what he means by "similar problems," in his answer in the March number, to Q. 11, p. 80? Will he be good enough to solve the following problem by his method? The length and breadth of a ceiling are as 7 and 6; if each dimension were one foot greater, the area would be 1343 sq. ft. What are the dimensions?

W. W. W.

#### QUERIES ANSWERED.

Q. 2, p. 126.—During the night, the rotation of the earth carries the man in the same direction in which the earth is traveling in its orbit. Hence he will add the diameter of the earth (7,925 mi.) to the distance traveled by the earth in its orbit; but during the day, the rotation of the earth carries him in an opposite direction from that which is traveled by the earth in its orbit. Hence he will subtract the diameter of the earth from the distance traveled by it.

Adding the diameter to the distance traveled by the earth in its orbit in one case, and subtracting it in the other, makes a difference in the distance traveled equal to twice the diameter, which is 15,850 miles.

*Cropsey, Ill.*

T. W. MADDOX.

Answers of the same import by Geo. Abell and T. E. Keelor.

Q. 3, p. 126.—LL. stands for "Legum," meaning laws. It is doubled to signify the plural.

*Padua, O.*

JOHN T. OMLOR.

The double letters in many abbreviations, as LL. B., LL. D., MSS., are used to signify the plural.

*Pitt, Wyandott Co., O.*

RICHARD F. BEAUSAY.

LL. is used in the abbreviation for Doctor of Laws because he

bearer of the title is supposed to have mastered both the statute law and the common law.

A. B. CARMAN.

Q. 4, p. 126.—Maine was long distinguished for her ship building; and, though of late years this industry has greatly fallen off, yet in the building of wooden ships, the State probably holds her old rank.

J. C. MYERS.

And so, J. W. Campbell, R. F. B. and L. E. C.

Q. 5, p. 126.—The time for beginning the year has nothing to do with our reckoning time from the birth of Christ. During the middle ages it began on the 25th of March, which was selected, no doubt, because it is about the time when everything seems to spring into life. In 1753 the year began with the 1st of January, by act of Parliament. The ancient Roman year began with March, as can be seen from the names of the months themselves. December means *tenth month*. But Julius Cæsar, when he reformed the calendar, had the year begin on the 1st of January. He probably chose that date as being about the middle of winter. It would not be best to have the year begin on any other than the first of the month. However, any day would do for New-year's, if everybody wanted it.

A. B. CARMAN.

Q. 6, p. 126.—It is illegal to pay a teacher an increased salary for that part of a term covered by a certificate, if the certificate does not cover the whole term. See Sec. 4017 and 4018, Ohio School Laws.

GEORGE ABELL.

Answers to the same effect by J. C. Myers, J. W. Campbell, A. B. Carman, and F. A. S. and they are undoubtedly correct.—ED.

Q. 7, p. 126.—If the Board authorize him to teach on a holiday and dismiss on the following day, he can draw pay for both days; otherwise he cannot.

*East Richland, O.*

A. B. CARMAN.

Q. 8, p. 126.—Six conditions are essential to coral formations. 1. The temperature of the waters must never be lower than 68 degrees Fahr.—*Dana*. 2. The waters must be protected from cold ocean currents. 3. The shore must be a ledge or a shelving terrace. 4. The depth of the waters must never exceed 120 feet. 5. The waters must be free from the influence of fresh river waters. 6. The location must be remote from active volcanoes. See *Houston's Physical Geography*, p. 39. The Western Coast of Tropical South America is favorable to coral formations only in condition 5; but it fails in conditions 1 and 2, owing to the presence of the chilling waters of the Peruvian or Humboldt current; it fails in conditions 3 and 4, owing to the precipitous shore; and it fails in condition 6, owing to the volcanic activity in the Andes Mountains. Hence, there are no coral formations on the Western Coast of Tropical South America.

RICHARD F. BEAUSAY.

Q. 9, p. 126.— $6 \div 2 \times 3 = 9$ .  $6 + 2 \times 3 = 6 + 6 = 12$ .

The rule is, that the signs of multiplication and division have their particular operations performed in order of their occurrence between the signs of addition and subtraction.

North Lewisburg, O.

B. F. FINKEL.

$6 \div 2 \times 3 = 9$ , not 1.  $6 + 2 \times 3 = 12$ , not 24. But  $6 \div (2 \times 3)$  would  $= 1$ , and  $(6 + 2) \times 3$  would  $= 24$ . All that follows a positive or negative sign (+ or —) is to be considered as one single quantity, until another positive or negative sign occurs. The operations indicated by  $\times$  or  $\div$  are to be performed in the order in which those signs occur, provided no positive or negative sign intervenes.

A. B. CARMAN.

Q. 10, p. 126.—It is evident the payments form a geometrical progression, of which 1.04 is the rate, 35 number of terms, 600.25 the sum of series. Substituting in the formula,  $a = \frac{(r - 1)s}{r^n - 1}$ , we have  $a =$

$\frac{.04 \times 600.25}{1.04^{35} - 1} = 8.08$  +, first term.  $\$600.25 \times .04 = \$24.01$ , annual interest.  $\$8.08 + \$24.01 = \$32.09$ , equals annual payment.

Padua, O.

JOHN T. OMLOR.

Compound amount of  $\$600.25$  for 35 yr. at 4 percent  $= \$600.25 \times 3.94608899 = \$2368.6399162$ . Forborne value of an immediate annuity of \$1, running 35 yr., at 4 percent  $= \$73.652224$ .  $\$2368.6399162 \div \$73.652224 = \$32.15978$ . = annual payment.

J. W. PFEIFFER.

B. F. Finkel and R. F. Beausay get the same answer that J. W. Pfeiffer does.

Q. 11, p. 126.— $x^2 + y = 13$  (1).  $x + y^2 = 19$  (2). From (1) we have  $y = 13 - x^2$ .  $\therefore y^2 = 169 - 26x^2 + x^4$ . Substituting the value of  $y^2$  in (2) we have  $169 - 26x^2 + x^4 + x = 19$  (3), or  $x^4 - 26x^2 + x + 150 = 0$ . From which we find by Horner's method  $x = 3$ . Then from (1) we find  $y = 4$ .

B. F. FINKEL.

Transposing,  $x^2 = 13 - y$ ; also,  $x^2 = 361 - 38y^2 + y^4$ .

Then,  $13 - y = 361 - 38y^2 + y^4$ .

$y^4 - 38y^2 + y + 348 = 0$ .

Div. by  $y - 4$ ,  $y = 4$ .

Substituting,  $x = 3$ .

Bellefontaine, O.

L. M.

Other solutions with same result by J. W. Pfeiffer, John T. Omlor, and B. F. Y.

Q. 12, p. 126.—"Shined" is a verb and agrees with its subject "Bacon."

"Wisest, brightest and meanest," are descriptive adjectives and modify "Bacon."

L. E. C.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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The vital point in the administration of a system of schools is the selection of teachers, and in a majority of cases it is the weak point. As a rule, boards of education are very jealous of their prerogative in this particular; and as a rule, too, it is a prerogative for which they have very little fitness. If there is anything, above all else, in connection with a system of schools, for which a skillful and wise superintendent is needed, it is the selection of teachers; yet it is the one thing concerning which the average board of education says to the superintendent, hands off. The pleasure which the exercise of a little brief authority gives, is inversely as the experience and fitness. And a certain importance and influence among his neighbors attaches to one who is in a position to secure places for his neighbors' daughters. We have long observed that a place on the committee on teachers and salaries (the chairmanship if possible) is most eagerly sought, especially by new members. In such ways it comes about that importunity, backed by the influence of friends, is more powerful in securing appointments and promotions in a corps of teachers than high qualifications. This is no imaginary sketch. We speak from a long and harrowing experience. So serious has the evil become, in some instances, that a violent re-action has set in. Cincinnati is a notable example.

The responsibility of selecting teachers, and especially the ill will to which it exposes him, are burdens which no experienced superintendent desires to carry for their own sake. But the duty is a most important and delicate one which no one else is so well qualified to perform; and the superintendent who would be faithful to his great trust may not shrink from the responsibility. Besides the experience and the better means and opportunities of information which he possesses, he has every inducement to secure the best teachers. The better the teachers, the lighter his labor and the less his care; and the success of the schools redounds directly to his reputation. In nothing is the superintendent disposed to exercise greater care than in the selection of his teachers. It is the height of absurdity to make a superintendent responsible for results with a corps of teachers in whose selection he has no voice. He should at least have nominating power, and no teacher should be employed except upon his nomination. A provision in the statute to this effect would strike at the heart of a great evil and promote the best interests of the schools.

There have been many attempts to answer the question, "What knowledge is of most worth?" The answers have been as various as the experiences and tastes of the respondents. Learn, says one, that which, in the learning, will give the most and the best discipline; learn that which will purify and ennoble. Learn, says another, that which is practical—that which is available in the struggle for existence. But after all, as far as school education is concerned, it does not matter so much what we learn, as that we get into the way of learning something carefully. The ability and disposition to get accurate knowledge are of more worth than all the knowledge schools can give. The power developed in getting is more valuable than that which is gotten. Right habits of study, clear seeing and thinking, are the great ends to be sought.

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A man may know himself by the company he keeps when he is alone. The guests he admits to the inner sanctuary of his soul, in the hours of solitude, are the surest index of his true character. If, whenever he is alone, he invites and welcomes a troop of unclean thoughts and desires, and permits them to hold high carnival in his mind and heart, he is vulgar and base, no matter what outward semblance of refinement and purity he may put on. Many a man with a fair exterior keeps a den of unclean beasts in his heart.

But, on the other hand, the soul that hates vain thoughts, and whose spontaneous exercise in times of solitude is high thinking—that can say in truth, "Whenever I am alone I am with God, has found the secret of life, and is well on the road to the celestial city. "Thou wilt keep him in perfect peace whose mind is stayed on thee."

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The Albaugh bill came up in the Senate, and was postponed until the first Monday in January, 1889. We had hoped for its passage, on the principle that half a loaf is better than no bread; but we are free to say now that the bill under consideration has some objectionable features. It retains too much of the old sub-district element. Any of this is too much. What is needed is a township district, simple and pure, with a township board of education having entire control of all the township schools. There is no use in temporizing. There is little hope for improvement in the country schools as a whole until this is accomplished. The provision which forbids the township board's employing a teacher against the protest of a majority of parents in a sub-district is simply puerile.

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A genius is the favorite of the gods—so most men think; but few of them consider wisely what genius is. Most think of a genius as one born with such superior natural endowments and capacities as enable him to do great things with little effort. But, in fact, the true genius is the hard worker. Buffon said, "Genius is patience." The elder Dwight defined it as "the power of making mental effort;" and another calls it "the capacity for an endless amount of work." Genius in the teacher is "an infinite capacity for taking pains." Pains-taking and persistent hard work, with common sense, will make a genius of almost any one.

## THE CULTIVATION OF GOOD MANNERS IN THE PUBLIC SCHOOLS.

Some one has said of noble behavior, that "It is the finest of the fine arts;" and years ago a poet wrote "How near to good is what is fair!" Not into every home can be brought the harmony of noble music, the perfect outlines of marble under the stroke of genius, the rich coloring of the canvas transformed by the painter's brush; but into the humblest of homes may be brought something of this "finest of fine arts," good manners, and there is no source from which it can spread so surely and so widely as from the public school. Why? Persons are reached through it, that are not in any other manner. Into that school are brought many from homes that have little of the light of genial courtesy, but those who gladly take some of its beauty back to brighten otherwise dark places. In that school are many indirect teachers of good manners, although there may be but one direct teacher. When I think of my own school-room, I think of the many lessons that are taught by the deportment of girls, graceful in word and action, by boys that are growing into manhood tempered by gentleness. These girls and boys thus bring many of the advantages of their happy homes to those who have been less fortunate. To me it seems one of the most promising features of the public schools,—at least in this State,—that all classes are so generally represented in them. To question the value of good manners is akin to questioning the value of good morals. Indeed, perfect manners cannot exist without sincerity, kindness and generosity. It is wonderful how schools will almost seem to manage themselves, so great is the skill used in their management, when uniform politeness is shown by the teacher to the pupils, by the pupils to the teacher, and by the pupils to each other. I have seen schools where rudeness was so rare that it caused a surprised pain to run through the school, a more effective rebuke, doubtless, than the words of the strongest teacher.

Good manners have a business value. That they are essential to a merchant, and all his clerks, is a foregone conclusion. But a careful observation will show how helpful they are to the professional man, particularly in giving him a start in life. They are of as much value in preparing one for the work of the world as manual training.

But that is not a well-developed man whose social nature is totally disregarded; and society so prizes good manners that only the man of great genius dares to set at naught even her established forms. If he have the power which comes from wealth, he may openly be tolerated, secretly despised. Higher, however, than the other values of good manners, is the home value. Sometimes the thought comes to me with an overpowering force that all physical, all mental, all moral training, derives its worth from what it contributes towards teaching our pupils the art of living. That art has never been well learned, where the members of a household do not show courtesy to each other in thought, word, and deed. A man can easily bear the wounds inflicted by the world if there is a gentle healing influence at home; but if the wound is cruelly opened there, or even carelessly touched, he is indeed to be pitied!

While all teaching that makes the heart warmer and the brain quicker is a training towards good manners, there are certain things that can with propriety be taught directly, particularly to the younger children. If the older children do not know these lessons, we should find it out and teach them also.

Early in the school life the proper modes of address and forms of greeting should be taught. The more dignified address as showing greater respect should be used in speaking to those older. Too many children use too much familiarity in speaking to older ladies. Their teacher, perhaps, may be "Miss Brown," while her older sister is "Lizzie." To the cultivated ear, how much better it would sound to hear the child say "Miss Lizzie" or "Miss Elizabeth?" Each teacher can work out for herself a whole lesson to give her pupils on this subject. A day begins more brightly with a cheery "good morning," and ends more happily with a kind "good night."

Although the teacher may have learned it so long ago that she forgets when she did not know it, there may be many a little one in her care who has had no one to teach him that rule, without exceptions, not to talk when another is talking. There are many who observe this rule, however, who violate one of equal importance, that is that we should *listen* to those who are talking to us. Interest in others not only gives a charm to our manners, but gives us a most decided influence over those with whom we come in contact. To find a woman looking at your dress or gazing with a dreamy eye into nothingness when you are disclosing to her a thought that you have gained from the depths of your experience, is about as pleasant as having a double tooth extracted. The most delicate compliment is interested listening to our companion's words. The lack of this essential point of good manners is often the only decided defect. But while we are cultivating this power of attention, we must also cultivate the "ignoring eye." The little girl must not see that her playmate's dress is not so fine as hers, or that her shoes are almost worn out. The world would be much happier if grown people only saw the disagreeable things that they could make more agreeable; and closed their eyes to evils only affording a source of complaint. The "ignoring eye" will keep one from attending to his neighbor's business,—the worst business in the world to attend to.

The child should be taught that there are subjects to be avoided in conversation, and that among these are one's ailments, unless in answer to the inquiry of special friends; also, all matters of so personal a nature as to make it indelicate to disclose them to other than the dearest friends.

The schools constantly give practical instruction in the taking care of property, by the care that is taken of the school-room and the school-building. But the lesson should go a little farther, and teach that it is bad manners as well as bad morals to want to advertise the fact that one has visited places of interest by carving his name where it defaces, or by destroying property in order to carry away something as a memento.

It is not presumptuous for the teacher to give lessons upon proper deportment on the street and at public gatherings. It is true that it may require a little care to convey a rebuke, if a teacher has seen a violation of good manners under such circumstances; but if our business is the training of citizens, this certainly falls within the line of our duty. I have seen wonders accomplished in bringing about a courteous deportment on the street, and in destroying any tendency on the part of boys to be noisy about a public building or in its hall-ways at the time of the holding of a meeting, by the teachers' expressing disapprobation of such conduct in a way that left no room for doubt, or by approving gentlemanly deportment in so hearty a manner as to make the approval worth having.

The duty of particular attention to older persons is not to be neglected. I have never found "Young America" anything like he is described in newspapers, by would-be witty orators, or by prefer the dark-side sort of people; but at the same time, I think there is nothing that becomes a boy better than particular kindnesses to all who are older than himself and an earnest regard for what they may say to him.

We have been considering positive work; but there are several things to be mentioned that should be avoided. I think the schools have no right to demand modes of sitting or walking that produce awkwardness. I have seen boys walking on tip toes in a way that ought almost to lead to the arrest of the teacher. It is indescribable; but I should prefer the noise of the heaviest boot used in walking in a natural way to the sight of the boy walking on tip-toe with arms folded. There are habits enough for us to break up without our forming those that are positively injurious.

We should teach our pupils to avoid coarse and improper language of every kind, and that the language used is very often a gauge of one's refinement. But all the preaching of the teacher will be ineffective if her practice does not accord with her theory. There is no surer way for a teacher to lose the respect of her pupils than by losing her temper and failing in politeness towards them. It is not an unheard of thing for a teacher to address her pupils by names that she must be ashamed to use in the presence of thoughtful and refined grown people. There is no place in the world where uniform politeness will bring a surer reward than in the school-room.

While there cannot exist the finest type of manners without real kindness and sincerity, yet there may be the desire to be kind without producing the most perfect manners. For this, quick perceptive powers are essential, and this is one ground for early and constant training in the schools. Emerson says, "Defect in manners is usually the defect of fine perceptions."

Again, one may know what to do but lack the art of doing it. It is by a strong determination that the bashful boy first does any little courteous act that he feels will bring him into notice, but by the frequent repetition of such acts they become almost second nature to him.

Encouragement is the most powerful agent that a teacher can use to help her in this work. It works wonders everywhere; but with little boys it is almost omnipotent. I have seen a little fellow, whose father perhaps never "touched his hat" to a lady in his life, contrive the management of two bundles and a bucket with one hand, and lift his hat with the other, because the principal of his building had spoken of the pleasure it gave her to be so politely treated on the street by the boys in her ward.

This subject opens up on so many sides that this article is only suggestive, not exhaustive. But in closing, we must not neglect the assistance of good literature; for poetry gives us King Arthur; fiction, Colonel Newcome; and history, Sir Philip Sidney.

MARGARET W. SUTHERLAND.

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Queries, book notices, and other matter intended for this number have been crowded out. Instead of answers to queries, for next month, give us incidents, bits of experience, new plans adopted, etc., in the past winter.

Friend Findley: I wish to acknowledge through the MONTHLY the receipt of the following sums since my report of Jan. 20:

Feb. 15—Miss Eva Robb, New Richmond, Clermont Co.....\$ 4 00  
Mar. 5—L. E. Baughman, Chandlersville, Muskingum Co..... 16 25  
Mar. 20—G. T. Whitney, Fitchville, Haron Co..... 1 00

Total.....\$ 21 25

A diploma has been granted to Lester L. Nave, Stark County.

E. A. JONES, Cor. Sec. and Treas.

Massillon, O., March 20, 1888.

O. T. R. C.

## EDUCATIONAL INTELLIGENCE.

—The next bi-monthly meeting of the Clark County teachers' association will be held April 14th. A good program has been prepared.

—We learn that the schools of Hamilton, O., are in a healthy state and making very satisfactory progress. Alston Ellis is superintendent, and W. P. Cope is principal of the high school.

—It is said that at least forty ladies from the United States are teaching in the Argentine Republic, and that their influence is very great. Education is compulsory, and schools and text-books are free.

—The Zaneville Business College will be in session during the entire summer, and students are admitted any day in any department. For circulars, etc., address the principals, Parsons and Kennison, Zanesville, O.

—The following program was prepared for a meeting of the Butler County teachers' association, held at Hamilton, March 24: "Will it Pay?" W. H. Stewart; "Some Suggestions," J. F. Fenton; Address—"Growth," J. P. Cummins; "Our Best Resources," C. W. Bennett; Address, C. S. Fay.

—The teachers of Darke County held a meeting at New Madison, March 10, with program as follows: Methods, by Ella Shover; Spiders, by W. H. Beard; Responsibility of Teachers, by W. T. Trump; Teaching, by W. W. Fowler; A Talk, by L. Disher; and a discussion of proposed changes in the Ohio school law.

—The manuscript of "A History of Ohio," prepared by Prof. Geo. W. Knight, of Ohio State University, and announced to be published by the Ohio Archaeological and Historical Society, was stolen from Prof. Knight's room, just as it was about to go into the printer's hand. The motive for such a theft is not apparent.

—The schools of Findlay, Ohio, under the superintendence of J. W. Zeller, are in a growing condition. The number of school youth has more than doubled in the last two years. One new building was erected last season, and plans for three eight-room buildings have been adopted, to be built this season. All due to gas, but very substantial results, nevertheless.

—Your attention is called to the opportunity you have to try a newspaper in your school at a nominal expense. See Mr. Vaile's offer in our advertising columns. The reading of Julius Cæsar, with such notes as were given last year on the Merchant of Venice, should alone be worth more than the cost of the paper, to say nothing of the valuable weekly summary of important matters.

—From Piqua: We celebrated the 22nd by a very popular grammar school entertainment. It is our custom to invite the members of the G. A. R., who end their parade at the school hall. The entertainment combined a tribute to Washington and the old soldiers. It is a good feature to have the school children recognize the soldiers of the late war, at least once a year. We had more than a thousand people in our hall.      ».

—A novel and interesting case is reported from Middletown, Conn. Suit has been commenced against a teacher for outrageous punishment of a pupil, Tom Riley by name, 12 years old. For some misdemeanor, the teacher required Tom to "sit with the girls." Against such degrading punishment Tom rebelled. The teacher seized him and by force compelled him to "sit with the girls." If the prosecutor is wise he will see to it that the case is tried before a jury selected from the faculty and trustees of Adelbert College.

—The Philadelphia Social Science Association will shortly publish a monograph by Prof. E. J. James, of the University of Pennsylvania, entitled, "Chairs of Pedagogics in our Colleges and Universities." The author discusses at some length, the place and functions of the Science and Art of Education as university disciplines. The first issue of the MONTHLY under the present management contains an editorial suggesting a department of didactics in our higher institutions of learning, as the solution of the whole normal school problem.

—A meeting of the Belmont County teachers' association was held at Jacobsburg, Feb. 25. Mr. Merrick, of Bellaire, occupied the chair, and Mr. Myers acted as secretary. Mr. Creamer gave an excellent talk on "General Exercises in School." Mr. Jones continued the discussion of the same topic, drawing largely from his own experience. Mr. Richardson read a paper on "Drawing," giving prominence to the industrial feature; Mrs. Thompson gave a talk on "Comenius;" and Mr. Pearson presented a good paper on "Written Examinations." The next meeting was appointed at Bellaire.

—The North-Central Ohio teachers' association held a meeting at Mt. Gil-ead, March 16 and 17. The program reads as follows:

Address, Friday evening, by Hon. Eli T. Tappan, State Commissioner of Schools.

On Saturday: "Relation of the Teacher to the State," S. A. Hoskins; "The Village High School," J. D. Simkins; "Two Civilizations," J. M. Talbott; "One View of the Subject," A. L. Banker; "Reorganization of Township Schools," E. T. Tappan; "Signs of the Times," F. M. Hamilton; "Chalking in the School Work," J. C. Hartzler; "Ohio," J. A. Shawan; "Between the Lines," A. G. Crouse.

—The Miami County teachers' association met at Troy, O., on Saturday, March 10, 1888. Program as follows:

**Paper**—Literature in public schools, by Miss Laura Albaugh. **Discussion** by M. T. Deaton. **Paper**—How to quit, by L. A. Dollinger.

For general discussion:

1. To what extent are the criticisms of sanitarians on public schools just?
2. What do you do for a pupil who has no taste for study?
3. Of what benefit are teachers' meetings?
4. What is your opinion of the Albaugh bill?

**Paper**—Ohio's Centennial, by E. A. Lyman. **Discussion** by Dr. Van S. Deaton. **Paper**—What is a practical education? by Supt. A. T. Moore. **Discussion** by Miss Ida Tenney. **Paper**—The Township System, by Supt. J. T. Bartness.

It was a meeting of unusual interest. Supt. C. L. Van Cleve and his corps of teachers spread an elegant dinner in the hall of the Kyle building, and entertained the teachers of the county most royally. C. W. B.

—The second meeting of the Eastern Ohio and Western Pennsylvania Superintendents' Round Table was held at Youngstown, O., March 9 and 10. The following bill of fare was provided by the committee:

1. Discussion of a Report upon a Graded Course in Arithmetic, prepared by Samuel Findley.

2. Report on School Statistics.—E. F. Moulton and F. Truedley.

3. Report on Parent's Rights to Select Studies.—W. N. Wight and L. L. Campbell.

4. The Proper Use of Text Books.

5. Methods of Teaching Spelling.

6. Some Relations of the Teacher to Society and the State.

7. Are our Schools Overgraded?

8. The Art of Questioning.

9. Work of Teachers and Pupils Outside of School Hours.

10. The First Year in School.

11. Elementary Science in the Lower Grades.

The next meeting is to be held at Greenville, Pa.

—**TRI-COUNTY TEACHERS' MEETING.**—Lucas, Henry and Wood Counties met in the rooms of the Toledo Business College, Toledo, Ohio, March 10th. They organized by electing Supt. W. W. Weaver, of Napoleon, Chairman, and Supt. S. M. Dick, of Perrysburg, Secretary.

The exercises in the forenoon consisted of a talk on penmanship, by Mr. George Demuth, of Whitehouse, followed by a spirited discussion; and a talk on the methods of teaching Mathematical Geography, by J. F. Smith, of Napoleon.

Afternoon, Supt. I. N. Saddler, of Genoa, read a paper on Weighty Trifles, and A. D. Beechy, Elmore, gave us a paper; after which Miss Nellie Goodwin, of Toledo, sang a solo which was highly appreciated. Mrs. M. E. Logan, of Toledo, gave a very interesting talk on the Principles of Reading. Prof. A. H. Steadman, of Toledo, closed the exercises with an interesting talk on Correspondence. Saturday, April 28th, is the time appointed for the next meeting, to be held at Toledo. A committee, consisting of Messrs. M. A. Davis, J. S. Hoyman, J. I. Ward, and G. H. Poulson, was appointed to prepare a program. The secretary was instructed to send a notice of the meeting to the *EDUCATIONAL MONTHLY* for publication. S. M. D.

—A HIGH SCHOOL OHIO CENTENNIAL CELEBRATION.—The Mansfield High School held its Ohio Centennial Exercises on March 19th; the 7th of April falling in vacation week, and a later date being too near Commencement. As no assistance towards a program could be obtained from outside sources, it is thought that, perhaps, its program might be helpful to others.

Selections:—America (Bryant); The Present Crisis (Lowell); The Death of Garfield (Blaine).

Essays and Orations:—Early Settlements in Ohio; Ohio's Celebrated Mounds; The Natural Scenery of Ohio; Ohio in Agriculture and Mining; Ohio's Manufacturing and Commercial Interests; Ohio in Literature; The Cary Sisters; Ohio in Education; Cincinnati; The City of Cleveland; Our Capital City; Ohio's Dead Statesmen; Ohio's Living Statesmen; Ohio in the War; The Philanthropic Work of the Women of Ohio.

The only part of the music that was especially adapted to the occasion was "A Hundred Years Ago," and a solo and chorus by Henninges, entitled "Fair Columbia," having one stanza and chorus with *Ohio* for its subject.

One blackboard decoration might be suggested, which we found as handsome as appropriate. It was taken from the Ohio edition of the Eclectic Geography, No. 3. It has for its center Perry at Put-in-Bay; on one side, the Seal of Ohio, and on the other, the Old State House at Chillicothe.

Different phases of the "Ordinance of 1787" were presented last year, which accounts for omissions of essays upon subjects connected with the Northwest Territory.

M. W. S.

—THE SOUTH-WESTERN OHIO TEACHERS' ASSOCIATION held a large and enthusiastic meeting at Hamilton, Saturday, Feb. 24. For some time past the spirit of the association had been languishing, and its present officers determined to infuse, if possible, new life into it. Their efforts have been successful. A number of teachers who have attended many meetings of the association said that the last one was the best ever held.

The first paper of the day was by Supt. J. P. Sharkey, of Eaton, on the subject of "Practical Botany." It was an interesting and instructive paper, emphasizing the importance of beautifying the home surroundings and the necessity of tree planting.

The second address was by Supt. Chas. F. Dean, of Glendale, on "What may we do to direct the Home Reading of our Pupils?" The paper spoke of the many different kinds of homes from which the children of the public schools come, of the scarcity or abundance of reading matter in those homes, and of the general neglect of intelligent direction of children's reading. Many valuable suggestions were made as to how the teacher could direct pupils' reading, and many helpful books were mentioned. The paper was one of the best ever read before the association, and was followed by an animated discussion, participated in by Supts. Alston Ellis, T. A. Pollock, A. B. Johnson, Prin. G. A. Carnahan, and others.

The morning session closed with an address by Supt. A. C. Deuel, of Urbana, on "Teachers and Teaching." While he advocated many of the modern methods, he was not sure that we had not drifted away from some of the good old-fashioned ways.

The afternoon session was opened with a paper by V. J. Emery, principal of

the Germantown high school, on "The Classics Again, or how Shall we Teach Them?" This was a continuation of the classical question discussed by Prin. J. W. Simen at the Loveland meeting. Mr. Emery presented many valuable methods of teaching Latin. His paper was discussed by Supt. A. B. Johnson, Prin. E. W. Cey, Prof. R. H. Holbrook, and others. Supt. Johnson made an enthusiastic speech in favor of the English method of pronouncing Latin, but the weight of the argument seemed to be against him.

Miss Mary F. Hall, principal of the Dayton Normal School, followed with a paper on "School-Room English." This was a most excellent paper, and made an earnest plea for the development of correct forms of expression in our schools, by means of language lessons and composition.

The last paper of the day was read by Supt. S. T. Dial, of Batavia, on "The Teacher's Opportunity." This was also an excellent paper, pointing out many ways in which teachers can increase their usefulness in the communities in which they live.

Excellent vocal and instrumental music, furnished by Mr. Henry Brinker, Mrs. F. C. Mayer, and pupils of the Hamilton schools, under the direction of Prof. Gottschalk, added much to the enjoyment of the meeting.

The next meeting will be held in Cincinnati, Saturday, April 24.

W. R. C.

—We are indebted to Supt. Search, of Sidney, for a report of meeting of Ohio and Indiana superintendents held at Piqua, Feb. 23, 24 and 25. The following is the list of topics prepared by the committee:

1. Examinations of pupils and teachers—For what purpose, when, and how?
2. How shall we keep older pupils in school?
3. To what extent are the criticisms of sanitarians upon public schools just?
4. Shall we proscribe corporal punishment?
5. Recess or no recess.
6. Supplementary reading.
7. Work of teachers and pupils out of school hours.
8. Are our schools overgraded?
9. To what extent should the superintendent sustain and defend a teacher in error?
10. Absence and tardiness of pupils.
11. Would supply of all books and materials by school boards be desirable?
12. Do you follow any systematic plan in visiting your rooms? If so, what?
13. Superintendent's blank reports and other forms.

A conflicting State meeting in Indiana prevented a large attendance from that State, but the verdict of those in attendance was that the meeting was a profitable one. There is a growing interest in the free interchange of thought and experience at these informal gatherings.

A part of one day was spent in visiting the Piqua schools, and the verdict of the visitors may be thus epitomized: The manifest interest of pupils and teachers, the well-kept buildings, the marked excellence of work in operation and the display of that already done, all were highly complimentary to Supt.

C. W. Bennett, Prof. T. H. Foley, director of work in drawing and writing, and a liberal public as well. Surely Piqua has reason to be proud of her schools. The following were in attendance :

From Indiana : Justin N. Study, Richmond ; W. R. Snyder, Muncie ; Jas. R. Hart, Union City.

From Ohio : Henry Whitworth, Bellefontaine ; J. H. Snyder, Mt. Gilead ; N. H. Chaney, Washington C. H. ; D. R. Boyd, Van Wert ; Geo. W. Miller, St. Paris ; J. M. Greenslade, Lima ; E. B. Cox, Xenia ; P. W. Search, Sidney ; A. G. Crouse, Marion ; C. L. Van Cleve, Troy ; H. L. Frank, West Liberty ; C. S. Wheaton, St. Marys ; R. F. Bennett, Covington ; P. E. Cromer, Bradford ; P. C. Zemer, Ansonia ; F. G. Cromer, Union City ; C. W. Bennett, Piqua ; T. H. Foley, Piqua ; J. T. Bartiness, Tippecanoe ; C. F. Wilder, Piqua ; O. B. Conk, Union City ; A. T. Moore, Conover ; Wilbur Higgins, St. Paris ; W. T. S. O'Hara, Fletcher ; H. Bennett, Franklin.

The next meeting will be held in October at Richmond, Ind., with following committee of arrangements : Supts. C. W. Bennett and P. W. Search, representing Ohio ; and Supts. J. N. Study and W. R. Snyder, Indiana.

## PERSONAL.

—Eli F. Brown, a well known Indiana schoolmaster, is teaching natural science in the Dayton high school.

—Warren B. Brown, brother of Hon. L. D. Brown, and late clerk in the School Commissioner's office, is a recent graduate of Starling Medical College, Columbus, O.

—Hon. L. D. Brown is chairman of the Nevada committee on State exhibit of school work at the National Educational Association to be held at San Francisco next July.

—M. A. Kimmel is teaching his eighth year at Poland, Mahoning county. Within the eight years, the schools have been graded, and a two-years high school course has been added.

—H. S. Doggett, for many years superintendent of the schools of Hillsboro, O., has become editor in chief of the *Wellston Argus*. Wellston is a thriving town in Jackson County, Ohio.

—Mrs. W. D. Henkle, of Salem, O., has transferred the library of her late husband to the library of Oberlin College. It contains about 4500 volumes, many of them rare and valuable books.

—Miss May Ketrang, an excellent primary teacher in the schools of Napoleon, O., has resigned her position to take charge of a girls' school in Pekin, China. She expected to sail from San Francisco March 13th.

—William Richardson, of Sedalia, Mo., and Eli F. Brown, of Dayton, assisted by Prof. Tufts, of Antioch College, and Prof. Prince, of Wittenberg, will conduct the Clark County institute, which begins Aug. 20.

—All communications concerning routes, rates, etc., to the meeting of the National Educational Association at San Francisco, should be addressed to C. C. Davidson, of Alliance, O. He is master of transportation for Ohio.

—Henry L. Peck, late superintendent of the Barnesville schools, has joined the editorial staff of the *Akron Daily Beacon*. We have known Mr. Peck as a good schoolmaster these many years, and he already gives evidence of equal ability as an editor.

—John Ogden, an old "tried and true" worker in the cause of education in Ohio, is now in Dakota. By appointment of the Territorial Board of Education, he will conduct eight teachers' institutes in various parts of the Territory, in the next two months. We notice, also, that J. C. Colleston, another Ohio schoolmaster, is in the corps of Dakota institute conductors for this season.

—Hon. Henry Houck, Deputy State Superintendent of Instruction for Pennsylvania, is at liberty to make institute engagements for the last week of August and first two weeks of September. He is a favorite among Pennsylvania teachers, and is very favorably known in some parts of Ohio. He was called to Stark County, O., three years in succession. Address him at Harrisburg, Pa.

—Miss Kate Patrick, of New Philadelphia, Ohio, an elocutionist of unusual power, is spending several months in Boston, in the study of her chosen profession. She would be glad to make two or three institute engagements to give instruction in reading and elocution. She may be addressed, for the next two months, at 32 Greenwich Park, Boston; or inquiries may be addressed to the editor of the MONTHLY.

—R. W. Mitchell, superintendent of schools for Beaver Creek township, Greene County, is carrying on the good work begun some years ago in that township. The township high school, now in its first year, is well sustained. A neat little pamphlet contains an eight years' course of study for the district schools, and a four years' course for the high school. Beaver Creek never indulges in doing things by halves.

—An Omaha paper contains mention of the death of Mrs. D. D. Smeaton, formerly a teacher in the schools of that city. We recognize in her one of our Cleveland pupils of nearly a quarter of a century ago, Miss Jennie Wilson, a girl of superior scholarship and very lovely character. After teaching several years in the Cleveland schools, she accepted a position in the Omaha high school, and subsequently married and resided in that city.

—A music teacher of 20 years experience in public school work, and possessing a State certificate for Ohio, is desirous of procuring a position as Superintendent of Musical Instruction in some city public school, that will employ his entire time. The best of reference as to character and professional ability can be furnished from present, as well as previous, positions. Address J. W. Schofield, No. 260 Park Ave., East Liberty, Pittsburg, Pa.

—J. H. Poe died at his home in Chillicothe, Feb. 21st, in his 66th year. He began his career as a teacher in the country schools of Ross county. He afterwards taught in the Portsmouth schools as principal, for 16 years, a part of this time under the supervision of Dr. E. E. White. He then came to Chillicothe as principal of its largest school. This position he held for seven years. He then started a private school, which he kept up for another seven years, but was compelled to withdraw from all regular teaching work on account of declining health. He was also examiner of Ross county for a number of years. Mr. Poe was a very thorough and independent teacher.

—W. S. Goodnough, in charge of the art department of the Columbus schools, has received many high compliments for the excellence of his work, but none more flattering than that recently received from Thomas F. Harrison, superintendent of the grammar schools of New York City. At the request of Mr. Harrison, the exhibit of work in drawing and modeling by pupils of the Columbus schools, made at the meeting of the National Educational Association last summer at Chicago, was sent to New York, where it drew crowds of visitors. A letter recently received by Prof. Goodnough from Supt. Harrison contains this very high compliment: "In the twenty-two years I have been in the superintendent's office, no exhibition of school work of any kind has received so wide attention or met with so much admiration."

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## MAGAZINES AND PAMPHLETS.

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*The Atlantic Monthly* is bright and sparkling as usual. For the story reader, Henry James, E. H. House, Charles Egbert Craddock, and others furnish a full share; and there are historical and biographical sketches, poems, valuable book reviews, etc., etc. *The Atlantic* is now in its thirty-first year, and holds its place well in the hearts of lovers of fine literature. Boston: Houghton, Mifflin & Co. 35 cents a number, or \$4.00 a year.

*The North American Review*, now in its seventy-third year, glories in the strength and buoyancy of young manhood. It has the courage to grapple with the most difficult problems in science, politics, religion, and social life. It is issued from No. 3 E. 14th St., New York, at 50 cents a number, or \$5 00 a year.

*The Popular Science Monthly* for April has a very rich and widely varied table of contents. Education, social science, law, psychology, zoology, geology, botany, mineralogy, and other topics come in for a share of attention. This number completes the thirty-second volume. New York: D. Appleton & Co. Fifty cents a number, \$5.00 a year.

*The Library Magazine*, published by John B. Alden, New York, is a marvel of cheapness and excellence. The March number contains 200 pages of choice matter, mainly reprinted from foreign magazines. Published monthly, at \$1.00 a year.

*The Health and Home Library*, for April, is the second number of a new quarterly magazine, published by the Health and Home Publishing Co., Chicago. Its name indicates its character. It is designed for the people and not for the doctors. The number before us contains a great deal of common sense about the preservation of health and the treatment of disease.

*Annual Report of the Public Schools of Birmingham, Alabama.* J. H. Phillips superintendent. Population, 34,000. Pupils enrolled, 2,500. High School pupils, 96. Whole number of teachers, 37.

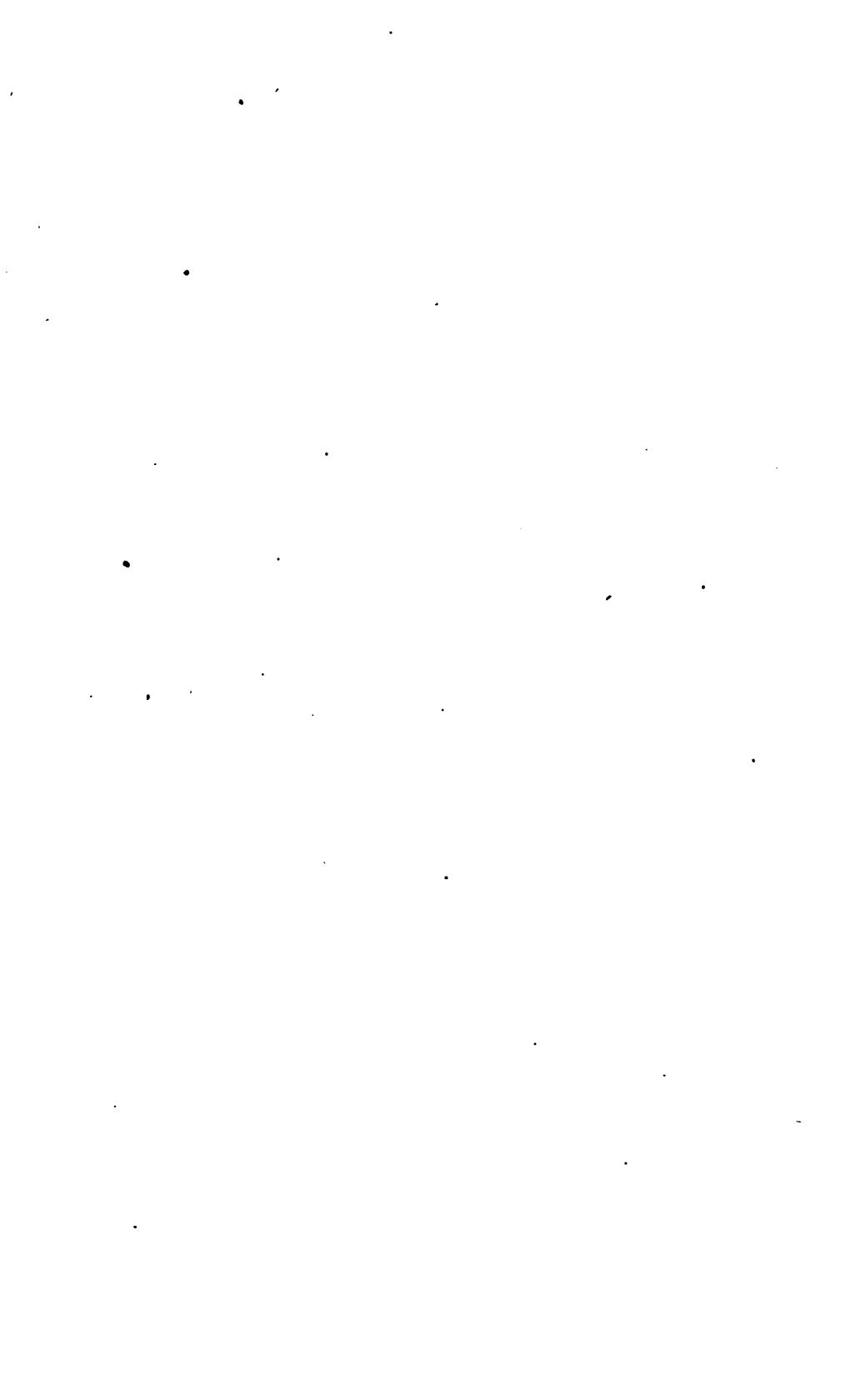
*Annual Report of the Public Schools of Dayton, Ohio.* James J. Barns, superintendent. Population, 48,000. Pupils enrolled, 7,759. High School pupils, 318. Whole number of teachers, 175.





Truly Yours  
Anson Sneyth





—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### ANSON SMYTH, D. D.

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BY SAMUEL FINDLEY.

[Read before the North-Eastern Ohio Teachers' Association, at Cleveland,  
February 11, 1888.]

Anson Smyth was born at Franklin, Susquehanna County, Pa., January 1, 1812. He was the tenth of twelve children, and the youngest of six brothers. His parents being of good Puritan stock, he received very careful religious training, and before the age of 20 he made a profession of religion. His father was a hard-working farmer, whose necessities required the help of his sons as soon as they were able to take any part in the farm work. Anson took his turn in the fields at plowing and hoeing, reaping and mowing, and thus, no doubt, acquired those habits of industry and efficiency which characterized him all through life. It is said that farm work was not altogether congenial to him, yet he found a measure of enjoyment in it, and it is not to be doubted that his farming experience was an important factor in forming his tastes and shaping his character. He always took pleasure in talking with farmers about crops and stock; he was familiar with the names of all the trees and grasses and taught them to his children; he was also a great admirer of fine trees, and would speak with enthusiasm of the beauty and grandeur of the forests. He was fond of gardening, and was accustomed for some years to raise his own sweet corn, peas, Lima beans, potatoes, etc.

He liked to ride behind a good horse, and knew very well how to hold the reins.

Besides working on the farm, he spent part of one year clerking in a store. At one period of his youth he was an expert muleteer, having served an apprenticeship at hauling coal cars from the foot of one inclined railway to the top of another. He also worked one year in a woolen mill, becoming familiar with the process of making, dyeing and dressing woolen cloth. It will thus be seen that the subject of our sketch had a large share of the practical element in his early training; and those who were well acquainted with Dr. Smyth could see the fruit of this training in the force of character, energy and efficiency which characterized the man.

His early opportunities for schooling were poor. He learned the three R's in the rude district school of that day, at such odd times as he could be spared from more pressing engagements. Geography and grammar were then thought to be mere accomplishments, of no particular value to people who had to work for a living; and it was only when prompted and encouraged by a teacher of more than ordinary attainments, that young Smyth undertook to look into their mysteries. What immense strides we as a people have made in educational matters since Anson Smyth was a school boy! The writer of this sketch, though born nearly two decades later, well remembers when geographies and grammars first made their appearance in the school of his native village in Ohio; and when a single "big girl" appeared with slate and grammar book, she was the wonder of all beholders. For a girl to learn to cipher was foolish—she would never have any use for it.

But there came a time when the best that the schools in reach from his home could offer, did not satisfy young Smyth. He began to covet higher and better things. There were promptings within which led him to form the purpose of fitting for college, with the hope of reaching the Christian ministry. It would be interesting to us, and perhaps profitable, to know more particularly of the experiences which led to the formation of this purpose, but I have no information concerning these; I only know that such a purpose was formed and followed to its consummation.

The way soon began to open. At Milan, Ohio, there was a preparatory school of considerable note in its day. A neighbor who had removed to the vicinity of Milan offered the ambitious youth the privilege of working for his board while he attended school. The offer was gladly accepted, and he started at once from his Pennsylvania home for the frontier academy. He walked most of the way to Buffalo, whence he went by boat to Sandusky. On his arrival at

Milan, he entered the academy, and remained until he was prepared for college. He paid his way by the labor of his hands, working on the farm and chopping wood being his chief means of sustenance.

While attending the academy he came under the strong and healthful influence of Rev. Everton Judson, a noted preacher of that time, to whom he acknowledged himself indebted, and whose memory he ever afterward cherished and revered.

In 1835, he entered Williams college, in which Mark Hopkins and his brother Albert were then professors. To the latter he became warmly attached. His college course was somewhat broken and irregular, from the necessity he was under of earning his way; yet it is said he ranked well in his class. In the time of his college course, he taught school at Blackington, Mass., and at Berlin, N. Y.; and after leaving college he taught at Red Hook, N. Y. He had such good success, and found such pleasure in teaching, as to shake his purpose of entering the ministry. But about this time, he became acquainted with Noah Porter, afterwards President of Yale College, and through his advice and encouragement, Mr. Smyth entered Yale Theological Seminary, where he remained two years. Here he came in contact with eminent men, of strong character, whose influence over him was very marked. A good teacher anywhere is more to his students than the lessons he teaches.

In April, 1840, at Woodbury, Conn., Mr. Smyth was licensed to preach the gospel; and in November, 1841, he was ordained and installed pastor of a congregational church at Orange, Conn., Rev. Noah Porter preaching the ordination sermon. After laboring here nearly three years, he removed to Milford, Mich., where he ministered, for nearly four years, to a church formed by a union of Presbyterians and Congregationalists. While here, he and his family endured the hardships and privations of frontier life, a good degree of success attending his labors.

In 1847, he became pastor of a Presbyterian church in Toledo, Ohio, which relation continued for three years. His labors in this field were characterized by faithfulness and efficiency. In the time of this pastorate, the cholera prevailed in the city at different times, and most of the protestant clergymen fled for their own safety; but Mr. Smyth remained to minister to the sick and dying, and comfort the bereaved and sorrowing. This was his last pastorate, save, perhaps, that in later years he preached as pastor elect, for a short time, to the North Presbyterian Church, Cleveland. Yet he preached frequently, sometimes regularly, up to the close of his life. While filling the office of State School Commissioner, he filled the pulpit of a Congregational

church at Columbus, for a year, and other churches for shorter periods. In the course of his life, he preached from the pulpits of nearly every evangelical denomination. He did a good deal of missionary work, and was always ready to serve a weak or poor church. His own estimate was that he had preached at least 200 times without any remuneration.

Dr. Smyth was a good preacher. He was not a flowery essayist nor a brilliant orator, but he was a writer of clear, forcible English and a pleasing and impressive speaker. His sermons were plain and practical, well calculated to strengthen and comfort believing souls. More than twenty years ago, he ministered occasionally to a church of plain people with which the writer was then connected, and he was always welcomed by that people. It might be said of him as was said of his Master, "The common people heard him gladly."

He belonged to what might be called the liberal conservative school of theology. At Yale, he imbibed that milder form of Calvinism which was then taught there, and always adhered to it. He had no sympathy with what he was accustomed to call "loose-ended" theology. He was firm in his own convictions; yet he was liberal in his feelings toward others, and generous in his treatment of their views, however widely they might differ from his own. There are few men freer from bigotry, and yet he loved his own church with a deep devotion. He was a thorough Presbyterian. He was well versed in the history of his own denomination, and was a recognized authority on all questions pertaining to its laws and usages, not unfrequently occupying high places in its councils. But his Christian sympathies were broader than the creed of his church. He enjoyed the communion and fellowship of all who love the Lord, and had many warm friends among Christians of every name.

But it is as a friend of popular education and as a practical educator that Dr. Smyth is most widely known. Not long after settling in Toledo, he became interested in the cause of popular education in that community. It was largely through his efforts that legislation was secured, authorizing the city of Toledo to reorganize and improve her schools; and it was this, no doubt, that led to his being called to the office of city superintendent of schools, in 1850. He made it a condition of his acceptance that he should be vested with full power to inaugurate and carry out such measures as in his judgment the good of the schools required. The terms were accepted by the Board, he undertook the work, and continued in charge of the schools for five years—a long term, considering the stage of development of school supervision at that time. His success was such as to attract wide at-

tention in education circles. He was called upon to deliver lectures in many parts of the State on schools and school work; and many teachers and school officers visited Toledo for the purpose of observing the work done in her schools. During a part of the time of his connection with the Toledo schools, he edited and published the *Toledo Teacher*, which is spoken of as a very sprightly paper.

In December, 1855, the Executive Committee of the Ohio Teachers' Association called Mr. Smyth to the editorial management of the *Ohio Journal of Education*, the periodical now known as the OHIO EDUCATIONAL MONTHLY, which was then the property of the Association. He accepted, moved to Columbus, and began his editorial labors with the issue for February, 1856. That number contains the letter of Dr. John Hancock, chairman of the executive committee, notifying Mr. Smyth of his appointment, and Mr. Smyth's reply. In the reply are these characteristic sentences:

"It is no affected humility that prompts me to say that I have experienced many fears that I should not be able to meet the demands of the position to which you call me. I have feared that many gentlemen in our Association overestimate my qualifications for the office. I have feared that I should forfeit whatever of confidence may now be reposed in me by the friends of education; for error and weakness are nowhere so exposed, so apparent and transparent, as in the editor's chair. And more seriously have I feared lest those great interests which should be entrusted to my guardianship, might suffer through my want of higher qualifications. The demands of the position are high and sacred; for education is not the cause of man alone, but also of God; the interests involved are not such as relate exclusively to time, but they reach forth to the endless future; and the influences exerted will be as enduring as the immortal soul.

"These considerations have led me to hesitate in regard to accepting the post offered. But my *hopes* in the matter have outweighed my *fears*, and I hereby signify my acceptance. . . . I make no promises—offer no pledges—further than to say that if 'there is nothing impossible to Him that wills', I shall not fail; *for what I can I shall.*"

His introductory address to his readers is entitled *Prolegomena*, which he defines to mean "what one says before he begins to speak." This address closes with the following very significant illustration: "A good old deacon, somewhere 'down east,' imagined that he could preach. So he obtained permission from his pastor to make the attempt. He went into the pulpit, read his text, coughed, repeated the text, wiped the perspiration from his face, and in agony exclaimed,

'Brethren, if any of you think you can preach, come up here and try it. I'm done!' We feel a strong inclination to follow the deacon's example."

Dr. Smyth was what might be called a spicy editor. A vein of humor ran through nearly everything he wrote, and pleasantry was a marked feature of his public addresses as well as his private conversation. In his management of the journal, he aimed to make it more readable and entertaining as well as instructive. But the key-note of the song was heart-training and character. He wrote and published in the journal a series of characteristic "Letters to the Children of Ohio," which were received with marked attention. For several years after his editorial connection with the journal ceased, his contributed articles appeared in it frequently, and were always read with interest. His "Up North Letters" and his "Yours Truly" letters, written from Cleveland, will be remembered by many who are still active in educational work. His last contribution was written in January, 1887, a little more than three months before his own death. It was a tribute to the memory of his friend Prof. Edward Olney, of Michigan University, who had just died. One passage in it was almost prophetic of his own departure: "Olney," he wrote, "adds one more to the list of prominent instructors in the public schools of Ohio, who have finished their work and have gone to their reward. . . . Sooner or later, those of us who have known them and loved them so well, must go. And may it be a welcome voice to us all when the Great Teacher shall call us home."

His contributions to the religious press are also worthy of note. In his later years his pen was kept busy writing articles for the *New York Evangelist*, the *Herald and Presbyterian*, and other religious papers. His articles were always genial, sparkling, and readable, and he was much prized as a contributor.

Having been elected State Commissioner of Common Schools, Mr. Smyth resigned the editorial chair in January, 1857, but resumed it again in 1860. About this time the name of the journal was changed to the OHIO EDUCATIONAL MONTHLY. During the years 1861 and 1862, Dr. Smyth and Dr. E. E. White were associated as equal partners in the publication of the MONTHLY, but early in 1863, Dr. White took entire charge, Dr. Smyth permanently retiring.

Dr. Smyth held the office of State School Commissioner for two full terms, or six years (1856-62), succeeding H. H. Barney, who was the first incumbent of the office after its creation by the law of 1853. In his two terms, he visited every county in the State, delivering public addresses and advising with teachers and school officers, with whom

he probably had a wider acquaintance than any other man in the State. The school library law was then in force, and much of his time and attention was devoted to the selection, purchase, and distribution of books, a task at once delicate and arduous, requiring honesty, rare good judgment and fine literary taste. He expended the large sums of money involved with absolute integrity, and executed the great trust with the utmost fidelity. He received and deserved high commendation for his untiring efforts to supply the youth of the State with good readable books.

Soon after retiring from the office of Commissioner, he was elected to the superintendency of the Cleveland schools, a position he held for four years. He was elected for the fifth time, but declined because of harassing obstacles thrown in his way by some who were opposed to his administration. It was about the middle of his first year in Cleveland that he called the writer of this sketch to the principalship of the Brownell street school. This relation of superintendent and principal, which continued through the remainder of Mr. Smyth's superintendency, was always a pleasant one; and it is an unmixed pleasure to have this opportunity of bearing testimony to his high qualities of mind and heart.

His strength as a superintendent did not lie in great familiarity with the details of school management and methods of instruction, so much as in his moral and social qualities, his knowledge of human nature and his abounding common sense. He was a man of clear and broad views on the general subject of education, a good general organizer, and an indefatigable worker. His supervision of schools and teachers was not such as to dwarf the teachers and narrow the teaching. He put a high value upon force of character and good sense in the teacher, and when he found these qualities he was disposed to give full scope for their exercise. Perhaps his strongest point as a manager of schools was his good judgment in the choice of teachers. He seemed to have a kind of intuition in that matter, and made very few mistakes in his selections. Cleveland is indebted to Dr. Smyth for her magnificent Public Library. He drafted the law under which it was established and secured its passage.

Dr. Smyth's last years were full of trial. Through unfortunate business relations, he lost his property and suffered great financial embarrassment. But he bore it all and continued faithful, doing what he could to the end. It is not improbable that he now looks upon the chastening and refining of these later years as among the choicest blessings of his earthly life.

Mr. Smyth was married Dec. 22, 1849, to Miss Caroline A. Fitch,

of New Haven, daughter of John Fitch, President of the Mechanics Bank, and niece of Prof. E. T. Fitch, of Yale Theological Seminary. Of their five children, three are living. The eldest, Sarah L., is the wife of Samuel M. Eddy, of Cleveland. Geo. F. is rector of St. Andrews church, Elyria, O. Mrs. Smyth and her youngest son, William F., reside in Cleveland.

Dr. Smyth's death occurred at the family residence in Cleveland, May 2, 1887, in the seventy-sixth year of his age. Though suffering some months from ill health, he continued active religious work until within a few weeks of his death, having preached every Sabbath in January preceding, to the inmates of the Cleveland work-house. A very large concourse of people followed his remains to their last resting place, clergymen of five different denominations serving as bearers.

It is unnecessary to multiply words concerning the life and labors of this good man. He was a man of like passions with ourselves. He was painfully conscious of his own imperfections and frailties; but love to God and his fellow-men was the guiding and controlling principle of his life. It will not be deemed a breach of propriety to quote his own estimate of his life-work, a record of which he made a few years before his death. "I have had," he says, "a busy life, and have experienced many hardships and trials; but I have enjoyed thousands of undeserved blessings. I believe I have accomplished some good in the world, especially in the educational field; still, the review of my life-work does not afford me much satisfaction. I think that my intentions have ever been to serve God and do good to my fellow-men; still my errors of judgment, and my want of the Spirit of the Master have rendered my life very far less useful than it might have been. In view of what I have been and now am, I feel that the most appropriate prayer for me to offer is, 'God be merciful to me a sinner'."

Dr. Smyth was remarkable for his great store of general information. He had a good memory and could store and retain facts with great ease. When a young man, he bought and read Hume's England, and always remembered the most of its contents. Subsequently, he read Dean Stanley's histories of the Jewish and Eastern churches, and seemed almost to know them by heart. He could name the United States Senators from any State, and most of its members of the lower house. There was scarcely a clergyman of any note in the whole country whom he could not locate and give some account of.

He was always an anti-slavery man, but he was not an extremist. He did not always sanction the excesses of the early Abolitionists.

Always a good law-abiding citizen, he was loyal to his government when traitors sought to destroy it. He hated wrong and loved right, and was fearless and outspoken in his denunciation of the former and in his defense of the latter. The poor, the oppressed and down-trodden always found in him a compassionate and sympathizing friend and helper.

As a fitting close of this sketch I quote from two letters recently received.

One who knew Dr. Smyth intimately bears this testimony: "He was my friend, a good friend too. In all my dealings with him, I found him eminently frank and unselfish—ready to help by word and deed. I always regarded him as almost an ideal Christian gentleman—conscientious but not bigoted in his religious belief—willing that others should enjoy their religious life in their own way, even if it did not accord with his. I have met but few who seemed to possess as wide a charity for others as he. He could associate with any one without indicating by any audible or visible sign that he was conscious of any difference that should separate them in social or religious life. I have met but few such men, and, perhaps, for that reason I entertain for him feelings of peculiar respect."

Another who was brought into close relations with him for a considerable time, writes: "Dr. Smyth was my true and generous friend. Taken all in all, he was a very noble, excellent and useful Christian man. He served his generation well."

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## GRADING COUNTRY SCHOOLS.

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BY ORR SCHURTZ.

Read at County Examiners' Meeting, Lansing, Mich.

[The office of Secretary in the counties of Michigan is nearly equivalent to that of County Superintendent in some other States.—ED.]

In considering the question of providing a system of grading for the country schools we do not go far before we meet with some stubborn facts. Those of us who have had experience in graded school work will find almost a new problem confronting us when we attempt to put into practice rules that worked so favorably under the conditions that usually surround graded work. The elements that enter into the problem of grading the country schools are very different, or rather so many more enter into it that the problem becomes very difficult of

solution. In fact, it becomes a new problem and one that thus far has not been solved. In attempting to solve it we can copy after few, if any, who have found the same difficulties surrounding them and discovered a way out. It is true we may make use of certain well established principles and theories, but we are sure to discover sooner or later that theories that grow and flourish in one kind of soil will not bear transplanting to another. Often these theories will take root, flourish and produce fruit if the new soil has been carefully prepared for them. All the elements of success may be present, but, unhappily, the one that attempts to put established theories into practice may not understand or he may fail to appreciate the fact that elements of failure are present almost in equal force, and that the latter must be eliminated, or at least carefully guarded against, before he can reasonably look for encouraging or permanent results.

It is unreasonable and characteristic of poor judgment to formulate a minute system for carrying out some great undertaking and then deliberately neglect to study carefully all conditions favorable and unfavorable to the successful working of such a system. A general plans a campaign in conformity to well defined principles of military tactics. Without such preparation he might better remain in camp, or let chance decide his battles for him. To lay out a definite plan of action to the minutest details and then stick to these details when the conditions and surroundings are completely changed, would be, manifestly, an equal piece of folly. A commander who would deliberately plan a battle all from theory and without acquainting himself with every condition that might possibly confront him in executing his plans would be an object for pity and contempt. A people who would formulate a government for themselves without regard to their peculiar civilization, desires and necessities, would not yield obedience to their own laws. The form of government might be a model one in every respect, under which another people might be living in the greatest prosperity and happiness, but it would not be adapted to the requirements of this particular people.

All this, you will observe, is preliminary to what I am about to say concerning the subject in hand. For a long time, those who have given attention to the condition of the country schools have one and all been compelled to conclude that these schools have not been, and are not now doing the work they are called upon to do, or that they are able to do. The question why they are not doing this work, and why they do not improve as they should has not, as yet, been satisfactorily answered, although some flatter themselves they have solved the riddle.

You will all agree with me; I am sure, that the present condition of these schools is not by any means owing entirely to the absence of a system of grading among them. There are other and, in my opinion, more serious troubles than this to account for it. Many of these troubles will readily suggest themselves to us, because they have been pointed out and discussed many times. Some of the drawbacks have been removed within the past few years, and recently a most serious hindrance, we all hope, has been done away with. We are all aware that attempts have been made in years gone by to provide and enforce a graded course of work for the country schools. These attempts have all come to naught. Shall we argue, then, that because of such failure we cannot hope to succeed now? Shall we hold that an attempt to grade these schools will fail now because it failed when there was no chance for anything but failure, when there was no systematic, intelligent, competent head to the schools throughout the various counties of the State, when parents and pupils were unprepared for it, and when teachers were not only unprepared for it, but openly hostile to it? With no one at the head to awaken and direct public opinion in the right direction, with no controlling power to whom the teacher felt a responsibility, with no systematic or concentrated action whatever, how, in the name of common sense, could anything but failure be expected? Those of us who know by experience what school supervision, even under the most favorable conditions, means,—that it means the most faithful watchfulness on the part of the head of a school system over the work of each individual teacher and grade, and over every detail in order that there may be a harmonious and efficient unity of all the parts, appreciate and insist upon it that with the old order of things it would be worse than useless to establish graded work in the country schools. Even now, with a much more encouraging outlook for rapid and permanent advancement in these schools, it will require great energy, tact and the nicest discrimination on the part of the heads of schools in each county to accomplish what may be accomplished in this direction.

I would not have you gather from what I have thus far said that, in my opinion, the dark cloud has passed completely and that nothing but the silver lining remains, nor would I give the impression that I believe we are going to land with a single flop into the paradise some may be picturing for the country schools. I do not know whether we are to succeed in accomplishing what should be accomplished or not. That depends on whether we are all enlisted for the war, or whether we are only 90 day recruits, doubtful whether we can and dare lead where the rest will follow.

I remarked a moment since that only the greatest tact and skill and the nicest discrimination on the part of those who are to lead in this matter will bring about the desired result. In the first place, he that pretends to lead must know what he is about. He must fully realize that he has to go through an educating process with teachers as well as parents. He must be a positive man, a man of determination, a man of discretion, the latter being a very important factor in his make-up. He must win the confidence and esteem of his teachers and impress them with the importance of their co-operation in the work. He must make them feel that he himself understands the work he is asking them to do, that he knows how to direct them, that his success is their success. He must not attempt to drive them by threats or insinuations. He must make himself their friend, their confidant, their advisor. He must have confidence in his own abilities. He must have enthusiasm, an enthusiasm that will make itself felt. While he must be determined, he must not be pugnacious. He cannot afford to challenge everyone who does not agree with him. He cannot afford to run his head against a stone wall merely to convince people he has an ample deposit of lime in his spinal column. Let him, rather, avoid open ruptures and convince his teachers and the public that his one object is to put the schools in the best possible condition. The man who succeeds in this has made a most excellent start in the right direction. Such an one will make grading popular and successful among his schools. He must not attempt it too soon, but he cannot begin too soon to lay a solid foundation for it. In other counties you may be ready to outline a system of grading and to put it into operation at once. But in Eaton county we are not ready yet to make the attempt, for various reasons. At the beginning of the next school year, however, I believe Eaton county will be ready to step into line and do her part in this important work. In our county, I say, it seems to me we should not attempt grading until another school year, for several reasons. First, the success of this movement depends upon the impression teachers and the public form of the workings of the present system during the first year of its trial. If during this year, Secretaries can bring about some decided improvements in their schools, something to which they can point at the end of the year and say "in such and such particulars the schools are better than they were a year ago;" if Secretaries make themselves strong with their teachers and win their confidence and good will, not by flattery and fawning, but by thorough, conscientious work, pointing out faults frankly and fearlessly, and yet kindly, firmly insisting upon better work, at the same time giving a word of praise and encourage-

ment when opportunity offers, they are then in condition to ask and demand another step in advance and teachers will be ready for it. We as Secretaries need to get a firm hold upon the agencies through which we must do this work before we can hope for success. In my own county there is work that must be done, it seems to me, before I can have any reasonable grounds for hoping to carry out a system of grading. In the first place, a large number of the teachers would be utterly at a loss what to do, were a graded course put into their hands. Many of them do not know how to teach the most elementary branches, such as reading, language and numbers. I find class after class in a third reader who can neither read nor write script, and who are positively doing almost nothing in numbers and absolutely nothing in language. Now I am satisfied that if, during the present year, through teachers' meetings held often and regularly, by work with classes in the schools I visit, where the teachers can get an idea of how the work should be done, and in many other ways, I am able during the present year to obtain reasonably fair results in reading, number work and language; and if, in addition to this, I can make the teachers feel that they, as well as their pupils, have been greatly benefitted, I am laying a foundation and preparing the way for graded work that is almost certain to insure its final success.

Am I then in favor of a system of grading for country schools, and do I really believe it will work? Most assuredly I am, and most assuredly do I believe it will work. Neither I nor any other man can thoroughly grade the schools of a county in one or two years. But give me a reasonable time in which to do thorough, systematic work, and I will guarantee that 75 percent of the schools of my county will be working to a uniform course, and seventy-five percent better than they are to-day. I say this, not in a boasting way, not because I have an overweening confidence in my own powers, for I have no doubt there are others who can accomplish larger and better results in this direction than I am able to accomplish; but I say it because I see the possibilities for these schools, I see the great opening for this kind of work, I see the vast importance of it, I look at it as something of such public interest, something that so deeply concerns the homes and welfare of the people at large, that they can be approached by appeals for the good of their children and won over by common sense argument. I look at it, in fact, as a mere business operation that should be gone about in a business way. Uncertainty as to how the work should be set about, half-heartedness in carrying on the work and constant doubt about its final success will not win. These qualities never win in anything. Persistent, intelligent, systematic work in

these schools, such as is done in our village and city schools, will inevitably result in victory. We do not always find things as we would have them, even in our graded work. Even there we often find school boards careless and penurious about supplying what is absolutely necessary to successful work. In the country schools, where the minimum of attention is given to everything that pertains to the school room, from the teacher down, we must expect to find parents slow to understand the need of better school rooms, better apparatus, better books, a carefully arranged and definite plan of work, and above all, better teachers. These people have been accustomed to think but little of these things, and until they are led to think more about them, until their attention is directed to them in a way that will make them think, they are more than likely to continue to give little or no attention to what interests them so deeply; they are more than likely to remain satisfied with very poor teachers and very poor schools.

One of the great benefits that must necessarily follow a regular course of study for these schools is a vast improvement on the part of the teachers. It will require better preparation on their part, more attention to the details of their work, a better knowledge of methods and means, better attendance upon the institutes, a tendency to subscribe for educational journals and keep abreast with the times. As a rule, teachers that are careless and poorly prepared, who are never seen at the institute or teachers' association, who make no pretense of studying the work, who are content to teach a term in one place, another in another, and so on,—these are the teachers who will oppose graded work. They want none of it, because they fear, and justly too, that it will be above and beyond them. From such we must expect opposition, but, on the other hand, we shall receive staunch, hearty, enthusiastic support from the wide-awake, progressive, competent teachers.

I know there are many things to take into consideration, such as poor buildings, lack of black-boards, dictionaries, maps, charts, etc., irregularity of attendance, lack of uniformity in number of terms, constant change of teachers, and many other objections, real and imaginary. But all, or nearly all, of these can be overcome, some immediately and some after a time. In fact, the most serious of these, a constant change of teachers, is being rapidly done away with. In Eaton county there are many schools that are making it a point to employ such teachers only as will be very likely to give satisfaction and who will remain through the school year. Several teachers are now teaching the second and third consecutive years in the same school, and in

these schools the work done is one hundred percent above the average. In these schools, a graded course of study will be welcome by teachers, pupils and parents. What has been done in these schools can be done in a majority of the schools. Enthusiastic missionary work by the Secretaries during the present year, persistent, systematic training of the teachers, and then the adoption of a carefully prepared course of study which shall be uniform for all the counties, at the beginning of another school year, it seems to me, is what we should look forward to.

In my opinion the course of study should be adopted at once, or as soon as possible. It should be published in a manual by the Superintendent of Public Instruction and sent out to the various counties in sufficient quantities to supply all the schools. The manual should outline the course and give explanations and instructions. The course of study thus adopted should then be made the basis for institute work throughout the State during the present year. In this way teachers would become familiar with the plan of study before being required to use it. Secretaries could impress upon their teachers the importance of posting themselves by attending the regular teachers' meetings and institutes in order to carry out the plan of the course. Teachers should then be given to understand that to keep their names on the list of teachers they must conform to the regular course of study. There must be no half way work about it. It will not do for half the teachers to hold aloof and neglect or refuse to use the course. It should be understood that a teacher who is unable to follow the course because of lack of scholarship, or because, having the scholarship she has neglected to attend teachers' meetings and institutes, and so has not prepared herself, can have no possible hope of receiving another certificate. Such a teacher has no business wasting the time of pupils and the public money. The teachers must be made to understand, one and all, that they will be held responsible for the success or failure of the course. Make the examinations in Theory and Art cover the manual and the course of study. That will be practical theory and practical art, and it will bring practical results in the school room.

You will see what my idea is. It is to have the best and most practical course adopted, this course printed in a manual giving a plain, simple outline of the course, this manual to be issued from the office of the Superintendent of Public Instruction, the institute work to cover thoroughly this course, and finally, Secretaries to see to it that teachers use the course. In order to increase the chances of success and to make it popular with pupils and parents, some special inducements should be held out to lead pupils to follow and complete the course.

Examinations should be held regularly, at stated intervals, and when pupils have completed a year's work, certificates should be given to that effect. So when the work of a grade has been completed, a certificate of promotion to the next grade should be given, and when the entire course has been finished, a diploma should be granted. With the granting of the diploma, signifying a completion of the course, let public exercises be held. For instance, let these exercises for an entire township be held in one place, as central as possible for all the schools, and let the exercises be of such a nature as not only to honor those who have completed the course, but also to draw out the people and arouse public interest and pride. It would be an easy matter so to arrange and shape this course that this diploma would admit the holder to the high schools of a county, to the State Normal School, and to the Agricultural College, without examination. These, especially the latter, would prove a strong incentive to pupils to follow the course. I believe many pupils could be found who would be able to pass examination upon the course at the end of the first year. This would induce others to make the attempt in turn, and thus in time the idea would become popular.

From what I can learn of graded work in States that have made some attempt in this direction, this seems to be somewhat the general plan, save the suggestion concerning admission to other schools upon a diploma.

Concerning the number of years that the course should cover and the branches to be taught, I presume there would be little difference of opinion. In my opinion the work should cover nine years, a sufficient time to give a child a good, fair common school education, an education that should fit him for the ordinary duties of life. To go beyond this would be impracticable, to accomplish less would be unwise. Reading, writing, language, arithmetic, history, geography, civil government, and physiology could be mastered in that time, and are enough.—*Moderator.*

THINGS, NOT WORDS.—Do not treat the child to discourses which he cannot understand: no descriptions, no eloquence, no figures of speech. Be content to present to him appropriate objects. Let us transform our sensations into ideas. But let us not jump at once from sensible objects to intellectual objects. Let us always proceed slowly from one sensible notion to another. In general, let us never substitute the sign for the thing, except when it is impossible for us to show the thing. I have no love whatever for explanations and talk. Things! things! I shall never tire of saying that we ascribe too much importance to words.—*Rousseau.*

**CONDITIONS OF PSYCHICAL DEVELOPMENT.**

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BY ELMER H. STANLEY.

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## IV. ENVIRONMENT.

We turn now to a brief consideration of objective conditions. With all its marvelous capabilities the soul is but a creature depending for its development upon something to arouse and sustain its various powers. Indeed, as we have seen, the chief function of the body is that ~~as a~~ medium of communication, implying thus the necessity of something external between which and the soul there shall be interaction. And this body illustrates the principle. It demands for its own life and development air, light, heat, water, and food. These are its necessary nourishment and are contributed by its environment. So it is with the soul. It has in itself the principle of life, but something from without must bid its hidden energies awake and must nourish it if it is to manifest itself in growth. The intellectual powers that develop first and upon whose activity the development of the others depends are the perceptive, yet were there nothing to see or hear or touch or taste or smell or resist or feel there could be no development of these. And nothing perceived would be nothing to exercise the memory, imagination, judgment or reason. The feelings and the will are also brought into activity by this physical world. There is much in it to excite wonder, surprise, curiosity, humility, and the like, and the beauty of the flower, the grandeur of the sunset, the sublimity of the thunder storm, call forth the aesthetic feelings, while the aggressive forces of nature arouse the will through the necessity of resisting and modifying them. So we find the soul encompassed by a physical environment which gives it its first impulses and contributes much to its development.

But with all this there would be at best but a rudimentary development, had not the soul other environment from which to draw. It is a social being and can not reach a normal development unless brought under the stimulation, guidance, and control of others and into contact with the amassed psychical products of mankind, as expressed in conversation, lectures, books, etc., and represented by the effects wrought in nature such as seen in art and invention. By being brought into such relations the intellect is aroused and nourished, the feelings quickened and cultured, and the will stimulated and trained. In the home circle, where society leaves the soul until it is accountable, these influences first operate, but soon the teacher is sent in that by

systematic instruction and by appeal, advice, reproof and the whole system of moral discipline he may the better prepare the soul for its function in the social organism. Here then, in the second place, is human society and human accomplishment as an environment from which the soul must draw and by which it is profoundly influenced.

But above the physical and social environments, with all the necessity of both, is another from which many fail to draw, yet one without which man can not rise up to his highest self. With all nature and all human society he is yet unfinished. He soon begins to feel this and his sense of need becomes so real that he can not conceal it. Hence it is that we find him in all ages and in all lands calling out to some power to supply his want. He hungers and thirsts after something to complete his unfinished self. The physical world will complete the life of the body and of the senses, society and nature will do much for the life of thought and feeling and volition, but in the highest exercise of all these powers, in the realm of conscience and of the religious life, in short, in all that makes a man most manly, he finds here no complement. With such thoughts, how precious are the words of Paul: "Ye are complete in Him." As an animal, man finds his complement in nature, but as a man, he finds it in nature's God.

But now how does this especially concern the teacher? Let us see. We find the soul surrounded by a triple environment—physical, social, and spiritual—upon which it is dependent not only for development but for its very life. What aim then could be better for the souls under our care than that to put them in ready communication with the fatness of their environment? And is not the question how best to do this of even more importance than the much-discussed one, what knowledge is of most worth, as long as the highly nutritive is so vast and various? As already observed, the soul receives its impressions of the outward world through certain avenues called senses. All that the physical environment contributes to its growth must therefore come through these, and it is certainly important that they do their work promptly and thoroughly. To this end they should be trained. Here is a world full of soul-nourishing, soul-inspiring food upon which the soul may feast if it can; but with puny, untrained senses how feeble it must remain. Some see more in crossing a street than others in crossing a continent, and the men and women who see what others overlook are the ones who get on in the world.

And this is not all. Through these same senses we get our nourishment from the social environment. One might as well be isolated as to have no avenues of communication with those about him. Here, then, is a further reason for sense-training. The works of art, inven-

tion, etc., can exert none of their wonderful influence on a soul that has no eyes that see. Then when we come to the great mass of social environment expressed in language the same need is ours. To feast on it the soul must be able to see or hear or feel. But here comes a new factor in our problem. What the soul in this sphere sees, hears, or touches is not thought or feeling or volition, but merely the signs by which these are aroused. It is therefore evident that if this environment is to do the soul any good, the soul must be taught these signs and trained to use and interpret them readily and correctly. This means language work, and not merely a little incidental training in connection with other studies, but thorough instruction and drill in language for its own sake. That our schools are awaking to the importance of this is a most hopeful sign, but even yet in most of them during the first four or five years of the school life, years when such instruction could best be given because of the interest that may be aroused and the permanence of the habits then formed, the children get little or no training specially directed to the correct and fluent use of the English language. As a consequence these children leave the schools without a proper command of the medium of communication with the vast social environment which finds expression in language and is of such vital importance to the child, for the study of grammar in the years that follow does not correct the bad habits formed.

So much for the use, but concerning the interpretation of these signs a few words more. One may know how to use language correctly and yet be unable to interpret that of others readily and fully. There is, therefore, need of further training to put the child in such a communication with this social environment as will enable it to obtain nourishment therefrom. It will starve on words, and the teacher is letting it perish who fails to train it to get behind them to the thoughts, pictures, scenes, etc., which are there in all their life-giving power. A man would get exercise by walking through a field of wheat, but for nourishment he must obtain the grain. A large majority of our schools, however, give no attention to the development of power to interpret spoken language accurately, and but little to the development of power to interpret fully what is written or printed. There is a good deal of so-called reading, but the work is usually so superficial and unfeeling that the life-giving elements are not reached. Instead of interesting the child, awaking the feelings, and putting all the involved powers in an active state, the teacher proceeds in the narrow path of mere word knowledge and vocal imitation. Out of this into the broad highway of true culture, is a demand that can no longer be ignored. To teach the pupils how to read, in all that is justly implied in this ac-

accomplishment, is the supreme labor of the schools, for it is to teach them how to draw from an environment without whose nourishment they could make but little progress up the heights of human attainment.

In the next place, should not our schools also put the pupils in communication with that other environment without whose sustaining and ennobling power neither the individual nor, therefore, the nation can rise up to its highest self? Say what we will, the foundation of individual prosperity and happiness and of national safety and development is religion and morality as well as knowledge. But the religious and moral natures are no more self-nourishing than the social. They must receive energy from without if they are to live and act, and this they find in the soul's spiritual environment, which is God. He is not only our refuge but also our strength. Let us then lead our pupils up to a knowledge of and into a living communion with Him in whom we can be complete, and whom to know aright is life everlasting. In nature about us, in the books we study, in the songs we sing, is a wealth of spiritual teaching that can be utilized to this end, and from the Bible, His own book, let us read to them of Abraham, Joseph, Moses, Esther, Daniel, and others, the Ten Commandments, Proverbs, Psalms, etc., of the Prophets, and above all, of Jesus, his childhood, miracles, parables, the Sermon on the Mount, and the story of the cross and resurrection. Teach them to love the Savior and to abide in Him. "As the branch cannot bear fruit of itself except it abide in the vine, no more can ye except ye abide in me." This is not sectarianism nor any other objectionable *ism*. It is simply putting the pupils in communication with the bread of life, of which they must partake if there is to be a true development, individual and national, and on which they must feast if they are to be nourished for eternity. Here, then, to conclude, in these environments—physical, social, and spiritual—are the sources of the soul's life and energy, and our schools will not accomplish what they should until they reveal to the pupils the riches thereof and enable them to draw from the depths of each.

*Mt. Union, O.*

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## FAITH AND HOPE AND LOVE.

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There is true philosophy in these concluding sentences of an able article in *The Fortnightly Review*. They are reproduced here in the hope that they may prove helpful to some who do not see their way clearly, but are groping

in doubt and perplexity. No soul can find its way by the light of reason alone. "With the heart man believeth unto righteousness."—ED.

"It is a mysterious condition of our human existence—a manifest part of the discipline, as Christians would say, by which we are trained—that our understanding is brought up against insuperable difficulties, like the invisible wall which stopped Balaam's ass. Any scheme of philosophy which professes to evade contradictions or to solve them convicts itself of superficiality. Our intellect gets unceremoniously buffeted by contradictions whenever it makes excursions into the world behind the senses. If, for example, there is one thing which the principle of evolution seems to make evident, it is that there is no beginning of things; it is, indeed, impossible for us to conceive an absolute beginning. And evolutionists, quite naturally, however unscientifically, talk of the primordial atoms of the universe. It is not merely that we are made aware of things lying beyond our knowledge, but that contradictory conclusions seem forced upon our understandings. Space and time ought, one might have imagined, to be simple things, but the consideration of them leads us into insoluble problems. So we have to confess ourselves to be helpless before the problems of predestination and choice of action, of the existence of evil in the universe, of a good Power from whom all things proceed, of the nature of spirit, of the clothing of infinity with the finite, and the like. St. Paul held that human conceptions of things beyond the sense-world are no better than the mental attempts of young children, and may hereafter similarly make us smile. The frank apprehension of the inadequacy of our conceptions and of their transitional character will render it easier to acquiesce in traditional religious terms or statements which may not be quite to our mind, as well as in formally contradictory propositions. When we try to discover a purpose in this perplexing discipline, we are led to the conclusion that we are intended to learn a distrust of our reasoning faculties, as of instruments, useful and necessary indeed, but stamped with inferiority and inadequacy. We follow our best Christian teachers in holding that, with regard to the greater things of life, the mind or spirit which trusts and hopes and loves is the superior organ of knowledge, and that human beings are put to the test whether they will be guided by the superior organ or the inferior.

"It is to these affections, of faith and hope and love, that the revelation of God given in Christ appeals. It assumes that in each man there is a spiritual need, of which it seeks to awaken a disturbing consciousness. This communication has the power—and no theory of life which does not profess to come from God can claim a like power

—to move human nature to its depths and to raise it to its proper worth. What gracious or animating sentiment is there which it does not call forth? By its declaration of the good purposes of God it creates hope, and nurses its vivifying warmth under any depressing discouragements. By its display of condescending divine tenderness it softens the heart, and opens its pores to the best influences. By its assurance of a fatherly mind in God it constrains men to have confidence in the Supreme Power. It teaches them to blame themselves, as they look upon the goodness against which they have sinned and the standard of purity and love exhibited in the Son of Man. By presenting the Son of Man as divine, it makes every man dear and sacred to his fellow-men. It gives an entirely satisfying law of life, a sure basis of duty, a universal and progressive morality. It so far explains the sufferings and trials of life as to induce men to bear them with a refining patience. It holds out a light from beyond the grave which dispels the gloom of death. It opens a fount of joy too deep to be exhausted. If by the decay of Christian faith all these stimulants of the higher life should lose their hold upon human souls, what could compensate to mankind for the loss?"

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## PROFESSIONAL ETHICS.

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This from the *Journal of Education* contains a lesson worth learning.—ED.

Supt. P. wanted a teacher; Miss Short was recommended to him very strongly; all her "good points" were specified. He was more than satisfied with all that was said, but he had learned to discount such enthusiastic utterances somewhat, and he decided to see for himself. He knew also that there were considerations other than those of general teaching ability. He wanted to know something of her disposition. He asked the person who recommended her the names of two or three women, friends of hers, teaching in about the same grade. Armed with these he visited her school, and she made things "hum." He was favorably impressed so far as ability to make things "move" was concerned.

"Do you know Miss Long?"

"Yes,"—reluctantly.

"Is she the kind of a woman that I should want to put into the second class in a grammar school at a salary of \$650?"

"That depends upon taste, of course, but she is not my style."

"Why not?" Then she began to smite her rival, at first with

faint praise, and then with miscellaneous insinuations. He had no recommendation of the other woman whatever, but he had made up his mind that Miss Short should never teach in his town, and so he said :

"Well, I had never heard of Miss Long, except as a friend of yours. Mr. B. recommended you strongly, and so I have visited your school. I think I will see Miss Long."

Miss Short saw her mistake, saw that she had been entrapped, and tried to recover lost ground ; but it only made a bad matter worse.

When he had spent two hours in Miss Long's room and saw that she was a good teacher, he said :

"You know Miss Short, I believe ; what do you think of her as a teacher for a \$650 position in a second class ?"

"She is a bright woman, a good teacher, would like to get away from this city, and needs the increase of salary."

"What are the 'outs' about her ?"

"You have no right to ask one teacher such a question about another. I would not tell you if I knew of any, and I know no reason why she should not do well."

"Would you accept such a position ?"

"Not to take it from Miss Short ; she needs it, and would like it."

"Well, she cannot have the place under any circumstances, and you can have it by the acceptance."

Miss Short never needed any explanation, but she did not profit by the lesson. She has tried hard, but tried in vain ; she cannot help being jealous and showing it by her tongue.

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## OHIO DAY.

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BY NELLIE MOORE.

Many teachers throughout Ohio propose to make our State history a special feature of their school work, during their spring and summer terms. Some think of devoting a portion of each Friday afternoon to it. Others will bring it out in evening entertainments. In reply to numerous inquiries about how to conduct these exercises, it may be possible to get a few ideas from a report of such a program recently carried out by my U. S. History class, here in the college. This program was arranged, in the first place, for the benefit of various teachers in our Normal department, who are now at work in the district schools throughout this section of the State. They, like some ques-

tioners in other parts of the State, wanted to know "how to make Ohio historical work interesting in the country schools." For this reason I was careful to exclude from the entire affair any thing which I could not have had in the most unpromising country school house in Ohio. In training teachers, it is not so much to the point to show them what can be done with costly and expensive apparatus or materials, as to get them to open their eyes to the rich resources that often lie, unobserved, all around them. Consequently, I was particular to use only the material furnished by the pupils themselves; and it was surprising the amount of information they discovered, when once they set about it, though at first they stoutly insisted they could find nothing in regard to Ohio history.

Their sources of information were: our last State School Report, which contains an admirable article by A. A. Graham, entitled "The First School in Ohio;" the January and August numbers (1887) of the OHIO EDUCATIONAL MONTHLY, the August number being especially rich; West and Hunt's pamphlet History of Ohio. If you are at all familiar with the MONTHLY you will know just where to send for that, and how much it costs. One of the students unearthed an old history, known to our parents as Howe's Historical Collections of Ohio. All the class kept their eyes open for newspaper articles; and when you're watching, it is quite surprising how many really valuable items you'll find in your papers. The Cincinnati *Enquirer*, and the *Commercial-Gazette* of April 7th and 8th, are rich in articles of great historical value. These, at five cents each, are not beyond any one's reach, and are worth so many dollars to you, if rightly used. I greatly regret we celebrated Ohio Day before those papers were published. By this, you will plainly see our sources of information were just such as could have been found by the pupils of any district school, and in the hands of any wide-awake teacher; yet so interesting a program did these commonplace materials furnish us, that our audience pronounced it the finest thing of the kind ever given in this city. While the cost of the material was nothing, yet the labor was a good deal; but I should not have omitted it for ten times the work we put upon it. The interest it aroused in the minds of our students amply repaid us for our trouble. The program, with its attendant course of reading, has proven to be an education of itself; and I really consider it worth a whole term's work to some of our students.

The College hall was tastefully and appropriately decorated with flags, evergreens, and buckeyes. Where the students ever found so many buckeyes, this time of the year, is a wonder; but patience and energy do sometimes work wonders, you know. The stage was drap-

ed with flags and bunting, looped up with strings of buckeyes. Above the arch of the stage in enormous letters was the device, "Ohio Day," with the date April 7th. At the curves of the arch were the dates 1788 and 1888. From the centre of the arch hung an oval of evergreen. Fastened upon this were the Ohio emblems, a sheaf of wheat and a bunch of arrows. We thought of it too late (since I am one of those unfortunate mortals, who can only manage to think of the bright things about two days after I might have said or done them), else we could have reproduced the seal of the State entire. On the walls were several important dates of our Ohio history, done in letters and figures of evergreens and buckeyes. Indeed, so enthusiastic did the students become, on the buckeye question, that each one taking part in the program adorned himself with a cluster of buckeyes, which, by the way, make quite pretty ornaments in the hands of a clever and nimble fingered school girl.

The program read as follows :

#### PART I.

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##### SETTLEMENT OF OHIO.

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French and English Claims.  
Resume of All Claims to Ohio Territory.  
The Ordinance of '87.  
The Ohio Company and its First Settlement.  
The First Ohio Laws.  
The First Ohio Court.  
The First Ohio Schools.  
The Admission of Ohio.

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*Music,*

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#### PART II.

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##### DEVELOPMENT OF OHIO.

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Pioneer Education. Impersonations by the Class.  
Why Ohio People are called Buckeyes.  
Johnny Appleseed.  
Early Settlements  
Pioneer Life.  
Ohio Men and Women and their Work.

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##### *Centennial Song.*

The words of the song were printed at the end of the program, so that the whole audience could join the class in singing.

"The impersonations" were a reproduction, as exact as we could make it, of a pioneer school. We had a master with powdered hair and iron rimmed spectacles, armed with a gad that would have done credit to any ox driver in the land, aided (?) by a dunce block with its

old time accompaniments of dunce and cap. He heard two recitations in this mimic school: a reading class, and a geography class, which latter recitation was sung in regular old-time style. This little burlesque not only furnished much amusement, but stirred the blood of our grey haired men and women as nothing else could.

A large map, in the center of the stage, was used by the pupils to locate the principal places they mentioned while speaking. This made their statements much clearer and more interesting than they could possibly have been otherwise. Though one may read where Zane's Trace is, and be able to name the first settlements; yet it must be confessed their ideas of location are somewhat confused, unless the places are actually pointed out on the map.

Such programs as may be arranged for an "Ohio Day" are not merely enjoyable, but are an education in and of themselves, doing much to cultivate the tastes of the pupils and the community, and arouse a commendable interest in our State history. I am glad to note the efforts being made in this direction, throughout Ohio. Success to the district school-ma'am, or master either, who undertakes to celebrate OHIO DAY.

*Defiance College, Defiance, Ohio.*

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## 9      MUSIC AS A SCHOOL STUDY.

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BY S. H. LIGHTNER.

[The substance of a paper read at a joint meeting of Mahoning and Trumbull County teachers, at Niles, Ohio.]

Music as a branch of education is poorly appreciated in this country, even in communities where it is recognized as a school study. It takes a subordinate place in the estimation of many parents and some teachers and pupils. Many view it as an ornamental branch, of no particular value except as a means of recreation and entertainment. Its introduction into public schools is opposed by some on the ground of unjust taxation of all for the benefit of a few who have musical talent. The argument is fallacious, for all, or very nearly all, can learn music when it is rightly taught. It is true that all cannot become fine musicians; neither can all become fine elocutionists, mathematicians, or linguists. But it has been demonstrated by actual and oft-repeated experiment, that the great mass of children in our public schools can learn to sing plain music as successfully as they can learn to read from books

or papers. In cases of failure, it is more frequently the result of poor teaching than lack of ability.

Teachers of music are apt to forget that most children, on entering school, know almost nothing of the language of music, while all children of school age have made considerable progress in common speech. The work of teaching a child to read consists mainly in teaching the forms of words with which his ear is already quite familiar; whereas, for want of ideas in the child's mind, the teacher of music must devote much time at first to mere imitation exercises. The labor involved in teaching the written language of music is very small compared with the work of building up in the mind of the learner a substantial structure of musical ideas and thoughts. But pupils who make intelligent and persistent effort to learn and are properly taught will as surely learn music as the body of a child will grow by proper eating, sleeping, exercising, etc.

People often think that because a child's first attempts to sing are unsuccessful, he has no musical talent and can never learn. The absurdity of reasoning in the same way about reading or any other school study is manifest to all. Many children, unable at first to imitate the simplest musical sound, have learned to sing quite well. I have now in mind a boy in his third year at school, who has only within the last few weeks acquired the ability to sing in unison with others. For more than two years, he sang away below the others, much to their annoyance; but at last the light is breaking in upon him.

Some eminent musicians showed but little talent at first. Dr. Geo. F. Root's early teachers said he could never learn. Walter Campbell, who plays well on the piano and pipe organ, could not at first distinguish tones. A. E. Winship, editor of the *Journal of Education*, in discussing the influence of school music upon character, not long ago, said that his teacher (Prof. Holt, of Boston), excused him from the study of music on the ground that he had no ear for music, and that he believed it for fifteen years, until one of his teachers of elocution, with a few simple exercises, taught him facial vibrations, and then with the first attempt he could distinguish tones and produce them at pleasure.

In my own experience, I have found that nearly all the cases of supposed want of talent for music can be taught to sing, provided they can be induced to make proper effort. Nearly all the failures I have known have been the result of unwillingness to make proper effort, or the instruction given to the school was too far advanced to meet the wants of individual cases. I remember one teacher who could not at first "keep the tune" at all. But she had abundance of pluck and did

not mind the failures, and in a few years she could "keep the tune" nearly as well as I could, and teach a great deal better, for her experience in learning was fresh and gave her large charity and sympathy with her pupils in their difficulties and unbounded faith in the outcome of persistent effort. I never had a better teacher of music under my supervision.

It is said that when music first became a part of the course of study in the Cleveland schools, many of the teachers could not sing at all, but in a few years became proficient singers and teachers of music, and one became a good solo singer. Last year, at Garrettsville, one of the graduates sustained his part well in a male quartette at the commencement exercises, who, three years before, picked up his books and declared he would leave school if he had to take lessons in music, for he could not sing. He was correct in thinking he could not sing, but he afterwards learned.

The principles of good teaching apply to music as well as to other subjects of instruction. Present but one new thing at a time and see that that is mastered before introducing another. Each new subject requires so much practice that the teacher's greatest difficulty lies in planning variety to keep up the interest, while at the same time he directs effort to the end desired. Unless the pupils relish the practice the results will be disappointing. The dull must be stimulated and the weak encouraged. The brightest and best pupils require little of the teacher's effort; they will learn anyhow. Do not be discouraged because you cannot see rapid progress. We cannot see that a child is physically larger day by day. It is only after the growth of years that we see the man instead of the boy. As by years of breathing, eating, sleeping, exercising and enjoying, the child comes to the full stature of a man; so by years of wise instruction and right practice, the tyro in music may become the accomplished musician.

In determining the place of music in a course of study it is necessary to take into consideration the object of education in general. The paramount object is the formation of character. All other objects are subordinate to this, and this end is best reached by developing completely and naturally the physical, mental and moral possibilities of a child. It is now my aim to show that music as a means of accomplishing this end has claims equal, if not superior, to the branches usually considered essential. Before proceeding it is proper to say that the aim and scope of musical instruction in schools is to enable pupils to use their voices correctly, to read ordinary music at sight, and to form such a taste and love for good music as will enable them to appreciate its beauties. Most people can enjoy only the most simple and plain

tunes, and are shut out entirely from the vast world of really excellent music. Very little of the classic music, even when executed by a master, is understood and appreciated by the masses. Musically speaking, we in this country are only in our infancy. We do not reap the benefits music has in store for us for want of development of the musical faculty. A performer often feels that he is casting his pearls before—people who are anxious to enjoy but cannot for want of education. The same music that fills the educated soul with rapture falls like a Babel of confused sounds on the ears of the uneducated.

Music has claims as a means of physical culture. Judicious practice in singing expands the chest and gives increased vigor to all the organs it contains. It brings in more oxygen to purify the blood, and thus diffuses health throughout the body. The tendency of music to drive away care and gloom and promote cheerfulness and hopefulness makes it a valuable promoter of health.

Incipient consumption has been removed by persistent practice in singing. It is claimed that the remarkable immunity of the German people from consumption and kindred diseases is in large measure due to their fondness for music and the almost universal habit of singing. If for no other reason, vocal music should have a place among school studies as a health giving exercise.

Music has far greater value as a means of mental discipline than most people attach to it. Its benefits in this direction are not fully appreciated even by teachers and educators. There is a popular notion that no great amount of brains is necessary to success in music. If by success in music is meant the acquisition of the power to imitate—the learning of tunes by hearing others sing them, its value as a disciplinary study would be small. But those who so estimate have yet to learn what be the first principles. There is probably no other school exercise which requires such fixed attention and the exercise of such nice discrimination. To study music properly the pupil must deal, not alone with musical language, but with musical ideas. As the notation appears to the eye, the musical thought must arise in the mind. A pupil cannot be said to read the printed page until he can think the thoughts of the writer. So one cannot be said to read a piece of printed or written music until every symbol begets in his mind that which is symbolized. He is a shallow musician who cannot think the pitch and length of tones before attempting to produce them; and yet this requires no small mental effort.

For the person of average ability it requires great concentration of mind to sing even ordinary music at sight. It is a very complex mental process, involving a clear conception of the pitch and length of

tones in rhythmical order in their application to words, and the proper accentuation and phrasing of both words and music so as to express fully the sentiment of both. What other common school study involves as great and as complex mental effort? And when we view the subject in its higher development, we find in it ample scope for the exercise of the best and strongest human powers.

It might easily be shown also that the proper study and practice of music strengthens the memory and cultivates and refines the imagination no less than other studies commonly pursued to these ends.

But music finds its highest mission in softening and purifying the heart—in elevating and ennobling the affections. Its power in this direction has always been recognized. It gives cheerfulness to daily toil, calms the troubled spirit, carries the sweetest pleasures into the family circle, and lifts the soul from the earthly to the heavenly. It is pre-eminently the language of the emotions. The language of a Milton or a Shakespeare cannot compare with it in producing and expressing the feelings of the heart. It is a perfectly pure language. Dr. Robinson says, "Music cannot express sentiments of any sort that are vile, any artifice, any falsehood. It has to be admitted that no art has ever debased the power of simple tones. Unless the words are corrupt, or the scenery bad, or the temper of the singer vicious, music must always suggest pure and high thoughts. God has given it to men as the only perfectly sinless thing out of Heaven, and has kept it in Heaven for the use of the sinless there."

No other art, certainly no other school study, tends so much to purify the taste and refine the imagination. The public school should lay a good foundation of morals, and the study of music should be clearly recognized as one of its moral forces. Some one has said, "Let me make the songs of the nation, and I care not who makes its laws." The study and practice of music in the schools tends to make better citizens; for what refines the character makes a better man—one more willing to submit to law and order. The lawless spirit abroad in our land is directing the attention of statesmen to the necessity of providing against threatened danger by founding and fostering institutions for the promotion of good morals. Would not the study of music in every school of the land conduce to this end?

Prominent educators are turning their attention more and more to the moral education of the young, and they begin to see the value of music as one great means of moral culture. Here and there, boards of education are willing to make provision for instruction in this branch, and sentiment in favor of musical instruction is slowly gaining ground among the people. Some there are who object to having their

boys trained in music because of its tendency to make them effeminate in their tastes and habits. If some boys were more like their mothers in virtue and refinement, it would be better for them as well as the community in which they live. Boys properly trained in music would find agreeable and profitable employment for leisure hours, and, going out from home, their steps would much more likely be directed to the music-store or the concert-room than to the saloon or rum-shop. It is certainly far better to stand by the piano while the lady or gentleman at your side plays an accompaniment to your singing, than to wield a billiard cue ever so skillfully, or stretch a line ever so gracefully over the fastest trotter in the park.

We all know the value of reading good literature, especially of committing to memory words of noble sentiment. How much music adds to the force of words! It gives to expression a degree of intensity for which ordinary language is inadequate. Words of joyfulness are brightened when expressed in musical tones. Words of sadness become, in suitable music, a crushing weight of gloom. Words of devotion and adoration coupled with music become almost infinitely powerful to express these sentiments of the heart.

How many a wayward boy has turned in the right direction through the influence of music! Only a few days ago, I heard a young man say that the whole current of his life was changed by a simple song. As he was wandering along the streets, he heard from a house he was passing the familiar song, "Where is my wandering boy to-night?" sung by a sweet voice. He paused and listened, and thoughts of home and mother came to him, and that hour became the turning point in his life.

No one can fail to recognize the emphasis music often gives to familiar words, far beyond mere spoken words. Beautiful words of pure and lofty sentiment will sink deeper and live longer in our hearts when uttered in song.

Music is almost indispensable to our being. John Ruskin says: "As gymnastic exercise is necessary to keep the body healthy, musical exercise is necessary to keep the soul healthy; and the proper nourishment of the intellect and passions can no more take place without music than the proper functions of the stomach and blood can go on without exercise."

In the school-room it helps to create a love for the beautiful and beget a taste for whatever is refining and elevating. It stirs the emotional nature of the child and develops the finer feelings and sensibilities. He will learn to appreciate the higher and better things that tend to lift him above the sordid cares of life. No wise teacher is

willing to dispense with music in school, if for no other reason, because it is helpful in discipline. It softens and soothes, and calms and gladdens. It is a valuable recreation, a mistress of good order and good manners. It is in every way an important element in the moral atmosphere of the school-room.

Music is indispensable in every church service. It rouses to more activity and heartiness in the service. An active and earnest church is always a singing church. It is not enough to delegate this part of the service to a choir of professional singers. Every worshipper should sing, making melody to God in his heart; and to this end every one should learn to sing, and though he may not become a first-class solo singer, he can and should learn to sing with the congregation. Talmage says that if the church of Christ would rise up and sing as it ought, where we now have a hundred souls brought into the kingdom there would be a thousand.

Music has great influence in making home more attractive. Many people of the present time are wise in placing musical instruments and good books in their houses, where the children can have free access to them. But how little attention they give to their children's training to the end that they may sing well. Much so called singing is mere squalling. The voice needs training to form correct tones, tones that are musical in quality.

If we take the lowest view of the subject, and view music merely as a means of earning a living, we shall find that even now it directly supports more men and women than does a knowledge of the higher mathematics, or indeed any of the higher studies pursued in our schools.

I have endeavored to show that music has claims equal, if not superior, to the other studies pursued in our public schools, as a means of physical, mental and moral culture, and that its benefits are limited to no class or condition of people. Its advantages will be manifest in every individual, in every family, in every social circle, in every house of worship; in short, wherever and whenever the finer and higher emotions and aspirations of the soul seek to find expression. Does it not follow that it should have a prominent place in the schools provided for the training of the masses of American youth?

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## NOTES AND QUERIES.

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### WHO RANG INDEPENDENCE BELL?

Q. 3, p. 79.—It is not known that Independence bell was rung at the signing of the Declaration—indeed it is probable that it was not. On the 8th of July, 1776, John Nixon read the Declaration to the

people in Independence Square, and then,—“all the bells in the city were rung,” the old bell leading the chorus. As to who rung it, there is not even a tradition left.

WILLIS STALL.

“AMICUS CATONIS” TAKEN TO TASK.

MR. EDITOR:—May I, through your MONTHLY, ask “Amicus Catonis” why he *insults* primary children by calling them “*brats* in the lower grades”? The expression is used in his article “About Geography” in the April number. My work is with little children, and I see no reason for calling them “*brats*,” even if they do study geography. Will “Amicus Catonis” of Cathay, O., explain? I advise him to read Margaret Sutherland’s article in the same issue of the MONTHLY.

Columbus, O.

W. B. E.

QUERIES.

1. What is the difference between a colonial congress and a continental congress? B. F. F.

2. How may the day of the week upon which any given date falls be found? B. F. F.

3. Where is the Isle of France? \*

4. Is it wise, under any circumstances, for a teacher to resort to the use of a “key” in arithmetic or grammar? REX.

5. What is known as the “golden rule” in arithmetic?

G. O. K.

6. A farm was sold for \$5,000, to be paid in five equal annual payments, interest 6 percent. What was the annual payment?

E. M. H.

7. The ceiling of a school room is 18 ft. high; how many square feet of floor will each of 60 pupils have, allowing each 150 cubic ft. of air?

R. J. J.

8. Please write in words the following expressions: “ $(x+1)^n$  term”;  $\left(\frac{n+3}{2}\right)^{th}$  part; the  $\frac{p}{q}$  and  $\frac{1}{h}$  part of a dollar.

9. Do adverbs ever become verbs? Under what circumstances? Give examples.

P. H. K.

10. “What heart of man is *proof* against thy sweet seducing charms?” Dispose of “proof.”

Mc.

11. I could *not but* mourn. He knows *but* little. Dispose of words in italics.

12. “The thunder-clouds close o’er it, *which* when rent

The earth is covered with other clay,

Which her own clay shall cover, heaped and pent,

Rider and horse, friend and foe,—in one red burial blent.”

Dispose of “which” in first line.

H.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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Many news and personal items crowded out. Our friends must be patient.

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### A CHILD'S VOCABULARY.

How a child grows, what makes it grow, and what hinders its growth, are fundamental questions in educational science. Hence it is that everything pertaining to the growth of a little child is of such intense interest to the studious and thoughtful teacher. In every circumstance and incident he finds something to aid him in getting a broader view and a clearer understanding of his work. One thing of which a majority of teachers stand greatly in need is a just appreciation of what is possible to the average child under favorable conditions. It is altogether probable that for want of this a majority of schools do for their pupils but a tithe of what might be accomplished. At least, what a child ordinarily learns, under formal tuition at school is small as compared with what it learns almost without conscious effort, in a natural and informal way, at home. Only careful observers will be ready to accept this statement, for few are accustomed to observe and properly estimate the rapidity with which a little child acquires a knowledge of things about it and a vocabulary of words to express its thoughts.

In a recent company, the conversation turned on the number of words in the vocabulary of children three years old, and estimates were made ranging from 100 to 300 words. One of the company, having a little daughter 28 months old, resolved to make a complete list of the words in her vocabulary. This he did, not including proper names and baby terms, and the list is given below. It includes only words understood and used by the child in conversation, and acquired by her naturally and incidentally, without any other instruction than children of her age usually receive. Her parents are well educated, and her father is engaged in literary work. The child has not large physical development, has rather an active mind, but is not by any means precocious.

#### NOUNS.

apple	breastpin	bowl	bird
aunt	button	bottle	baby
ashes	button-hole	broom	buggy
arm	bed	basket	bell
apron	bureau	ball	board
back	blinds	block	bed-room
bangs	blanket	box	bug
bracelet	brush	boy	beans

banana	chicken	hood	music
bread	cold	handkerchief	ma'am
blacking	crack	hat	mouse
butter	dress	hair	noise
Bible	drawers	horse	night
brown-bread	diaper	hair-brush	name
bonnet	door	heel	nipple
bustle	drawer	house	napkin
beads	desk	hall	nut
breakfast	dog	hole	nail
bib	draught	home	nest
bone	dining-room	hash	needle
bite	dipper	horn	night-gown
bit	dish	injection	nose
crock	doll	iron	neck
clock	dirt	ice	neck-tie
cover	dust	ink	oil-cloth
corner	day	jar	orange
card	dinner	jug	oil
cloth	drink	key	oven
cousin	doctor	kitchen	oatmeal
cat	dressing	kitten	onions
cow	eyes	kiss	office
cars	ears	knee	oysters
cloud	fork	knife	overcoat
coal	forehead	knitting	piano
clothes	finger	kind	penny
cork	flannel	kindling	post
coal-pail	floor	licorice	pocket
cracker	finger-nail	lesson-paper	pocket-book
cream	fire	lid	park
cake	fence	lady	pants
can	flowers	lemon	piece
cup	fun	letter	pillow
chin	flower-bed	leaves	perfumery
curls	flour	light	pencil
cheek	fish	lamp	plate
cuff	fruit	looking-glass	pitcher
collar	face	leg	pears
coat	foot	lip	peaches
cloak	frost	lounge	pudding
curtain	fly	mouth	pig
ceiling	fan	mitten	pie
chiffonier	fire-cracker	muff	pepper
carpet	garter	mud	parlor
chair	gloves	medicine	pail
comb	glass	machine	pan
carpet-sweeper	girl	man	papa
closet	grandma	mantel	parasol
corset	grandpa	mail-man	privy
crib	grass	match	plant
candy	gate	mush	paper
crust	grocery	milk	poker
church	ground	meat	potatoes
coffee	grate	money	picture
cough	goose-grease	mamma	porch
cane	gossamer,	morning	pot
clothes-basket	hammer	mustache	pin
chimney	hand	milkman	quilt
clothes-pin	honey	mat	ribbon
cushion	head	moon	ring

rubbers  
rack  
rug  
rocking-chair  
rabbit  
railroad  
rain  
rice  
refrigerator  
shovel  
story  
spread  
sauce  
sir  
shawl  
sun  
stone  
side  
sunday-school  
skin  
supper  
sham  
spool  
satchel  
scratch  
sore  
shears  
soup

spoon  
saucer  
soap  
sugar  
strawberry  
sugar-bowl  
salt  
spider  
syrup  
sitting-room  
snow  
sky  
smoke  
seat  
strap  
store  
street  
sister  
sled  
stove  
stick  
shelf  
stairs  
step  
scissors  
stand  
sack  
string

sash  
shirt  
shoe  
stocking  
skirt  
shoulder  
stomach  
tooth-brush  
teeth  
tongue  
throat  
toe  
toe-nail  
thumb  
tidy  
thread  
towel  
table  
tassel  
tree  
train  
tea  
tea-pot  
tin  
table-cloth  
tray  
tooth-pick  
trunk

top  
things  
thimble  
tail  
tears  
tub  
umbrella  
uncle  
veil  
vest  
vase  
vaseline  
way  
writing  
well  
whiskers  
wind  
water  
wash-board  
wash-stand  
walk  
wagon  
whip  
wheel  
washing  
wall  
waist  
yard

## VERBS.

bring  
bite  
bit  
bump  
break  
bake  
blow  
can  
cry  
creep  
come  
chew  
could  
choke  
cough  
dance  
drink  
dress  
do  
eat  
find  
fall  
feel  
fix

give  
go  
get  
gone  
have  
help  
hurt  
iron  
jump  
kiss  
knit  
keep  
love  
lay  
lie  
lift  
like  
laugh  
listen  
look  
lose  
let  
make  
open

put  
push  
pull  
play  
pin  
please  
rub  
run  
rock  
ride  
sit  
sleep  
speak  
sweep  
strike  
shut  
sew  
shall  
shake  
see  
show  
spew  
smell

spank  
sing  
stop  
stick  
scratch  
say  
sneeze  
talk  
tie  
touch  
thank  
throw  
tell  
take  
wake  
walk  
was  
wipe  
wind  
write  
want  
will  
wink

## ADJECTIVES.

awake  
all  
afraid  
any  
big

blind  
bad  
black  
blue  
brown

better  
cold  
clean  
dusty  
dirty

dry  
damp  
dead  
dark  
far

fat	large	right	tight
fresh	many	ready	tired
fast	much	red	this
funny	more	short	that
good	nice	soft	these
hard	naughty	some	those
hot	nasty	sour	two
high	one	spoiled	three
like	other	sweet	warm
long	poor	sick	wet
lovely	pretty	sleepy	white
loose	plenty	still	well
little	precious		

PRONOUNS.

I	we	he	her
my	us	his	it
me	you	him	what
mine	your	she	who

ADVERBS, PREPOSITIONS, ETC.

away	behind	just	to
again	by	no	there
and	down	now	up
at	for	on	with
around	good-bye	over	why
beside	here	off	yes

This list includes nearly 600 words, to which, no doubt, others overlooked might be added. Several questions which we have not now time to consider present themselves, among them the following: Does such a list of words afford any help to the teacher in determining what words a child should first learn in print or script? How many words should the average child learn to recognize at sight in its first year at school? Does the way in which a little child acquires spoken language at home offer any help to the teacher in determining the best way of teaching written language at school? We should be pleased to hear from any of our readers who are interested in these questions.

MANUAL TRAINING.

The idea of making manual training a part of the public school course is especially prominent now and is apparently gaining ground. It possesses the elements of at least temporary popularity and may possibly develop greater potentialities for good than the majority of people yet see in it. Conceding that the end sought in manual training is a worthy and desirable one, it is not yet demonstrated that the desired end will be best attained by making manual training an adjunct of the public schools. The effect of a general system of instruction cannot be determined in five or six years, and data upon which to base an *a posteriori* judgment do not exist. Everybody agrees that several screws are loose in the social machine, but by no means do all agree that public school manual training is the one thing that will put a screw-driver into the hands of the present generation of Young Americans with which to so tighten those screws that the machine shall ever after run without jar or appreciable friction. Toledo has had a manual training school in operation for four years. It has attracted much attention, and an editorial opinion from the Detroit

*Journal* is subjoined, a representative of that paper having visited the school:-

"It (the Toledo school) has been established four years and its attendance has increased ten-fold. It is one of the most popular features of the school system there. It is the pride of Toledo and has achieved the same success that these schools have achieved in St. Louis, Chicago, New York, Boston, Philadelphia, Baltimore, Cleveland and Cincinnati. These schools teach girls as well as boys. The girls are taught plain sewing and plain cooking, but are taught scientifically and systematically. A knowledge of sewing and baking is just as much of an education as reading or writing. The advocates of these schools are derided as cranks. But the man that says reading, writing and arithmetic alone constitute an education is the worst of cranks, because he believes that one-eyed and one-armed people are more efficient and better able to get along in the world than those with two eyes and two arms."

The Toledo *Blade* quotes the article from which the above is an extract, with editorial comment. Few people are as absolutely sure of anything mundane as the *Blade* is that manual training is a panacea for social and industrial evils. It says, among other remarks equally emphatic, "The opposition to the manual training system comes only from those who do not or can not comprehend the idea on which it is based, and in this age of machinery, there are few trades which a boy, graduating from a manual training school, can not acquire perfectly in a few weeks or months, as the case may be."

It is possible that Dr. William T. Harris has given as much thought to this subject and had as ample opportunities for observation as has the writer of the preceding quotation. It is granted that Dr. Harris may be in error in opposing what some have termed the manual training "craze," but his error is by no means demonstrated.

Superintendent Lucky, of Pittsburg, in his last annual report, takes up the subject rather gingerly. He is not decided in his views and is evidently being swept on by the manual training tide, somewhat against his will, perhaps. He says:

"The general introduction of machinery and the consequent decadence of the apprentice system have so deranged the former social condition of the community in this and other countries that thoughtful men everywhere are solicitous for the future. Under these circumstances an appeal is made to the public school authorities to change the course of study so as to meet this altered condition of society. The introduction of manual training into the public schools has been proposed as a means to this end, and the prominent educators of the Nation are about equally divided in opinion as to the feasibility, practicability and utility of the measure. The change has been made in the course of study in a number of cities, but it is too soon to draw any reliable conclusions from the results obtained. From a somewhat superficial examination of the several plans proposed, I am led to take a conservative position upon the question. While I cannot see my way clearly as yet to recommend the introduction of manual training in the primary and grammar schools, I feel safe in asking you to provide the means and facilities, which will enable all those who shall complete the grammar school course to obtain such instruction as will prepare them to become intelligent workmen in the several industrial pursuits and callings of life. There are hundreds of boys who, on completing

the grammar school course, would prefer to take this training to entering the high school, and to these boys the opportunity should be given to enter a manual training school. Cooking and sewing must be considered on an entirely different basis, as they are general studies, suited alike to all girls, and can be introduced at an insignificant cost and without interfering with the regular grammar school work."

The popularity of a movement is not always a correct measure of its propriety or expediency. The pathway of educational progress is strewn with the ruins of "popular" schemes, plans, methods and devices. We can afford to move deliberately in the matter of manual training—including cooking and sewing—at public expense. P.

### "MY BOYS DID RATHER BADLY."

The London *Schoolmaster* records the suicide of a young assistant teacher at Station-road Board School, Highbury, under circumstances peculiarly touching and sad. His name was Francis Albert Silverlock, and his age twenty-three. He was seen to jump from the platform at the railway station and throw himself across the track in front of a passing train. On his mangled body were found two letters, one to his parents, the other to a young lady to whom he was engaged. They tell a pitiful tale, and are as follows:

"Dear Father and Mother,—Probably you have noticed lately that I have been thoughtful and worried. At the last examination my boys did rather badly, according to the Inspector, and I lost my parchment, and consequently a rise of £10. Further, to-day, I have received notice to leave. That means that I should have no chance of getting further employment, and I cannot bear the idea. Do not spend any money to waste on my coffin. All I have I leave to you, and I hope you will go on more fortunately now. There is a bank book for £31 in the top of my desk. It is, of course, for you. Mr. Hearn will give you the key. There is also about £5 due from the School Board, salary, which Mr. Hearn will get for you, I hope. Please try to comfort Ida and all at home, and believe that I do not wish to cause you unnecessary grief. My conscience is pretty clear, and I hope my act will be forgiven, and I shall go where there are no dull stupid boys, and no Inspectors. I have always been happy at home, and think it very hard I have to quit it. You will, no doubt, hear soon of an accident at Highbury station. With love to all,

FRANK."

"Dear Ida,—I was asked to resign to-day. Now that means absolute ruin, and I am not prepared for that, and I am afraid I shall do a rash act. After all the years of slavery I have done, it all ends in being dismissed. What can I do? Without parchment, and with bad reports, how could I get employment anywhere? Now, dear, we have spent many happy years together, and without a cross word; it must not, therefore, be too much of an upset for you when you hear what I have done. Forgive me for causing you misery in leaving you; but I could not drag you along in the world with me in poverty. You know how I have tried, and how I have failed. My conscience is pretty clear that I have lived a pretty good life, and if God will pardon the rash act I may get to heaven. I almost feel inclined to desist when I think of you; but I think after a little while you will think it better as it is. Keep what I have given you, and do not think harshly of my act.—Yours ever, though in the tomb,

FRANK."

The poor fellow preferred sudden death to the protracted agony resulting from "doing badly" on examination day. He preferred to take his chances in

the untried beyond to bearing poverty, humiliation and disgrace in a world where stupid boys and school inspectors abound.

The *Schoolmaster* makes this occurrence the occasion for a severe arraignment of the present administration of school affairs in Her Majesty's realm. It says these two letters found on young Silverlock's dead body "are the embodiment of sentiments and anxieties which are at the present hour only too familiar to thousands of the teachers of the United Kingdom. The work in which they are engaged is the curse, and not the blessing, of their lives. A time there was when the work of instruction in the common schools of the country was a source of daily gratification to the teacher and of happiness to the pupil. Is it so now? Ten thousand voices will answer as with one accord that it is not, and cannot be under the present conditions."

The prevalent system of "payment by results" is charged with a large share of the pains and miseries of the English teacher's life. The *Schoolmaster* challenges any half score of teachers in the British Isles who are in the toils of the system which professes to pay by results to say honestly that their work is pleasant—that from year's end to year's end they lead contented lives; and adds that the world that is staggered for a time by such a case as that of young Silverlock "knows little of the terrible prevalence of the misery which stops short of suicide, yet strains the energies and faculties of thousands who are silent sufferers."

We cannot doubt that the system of "payment by results" which prevails in Great Britain is a vicious one and ought to be speedily abolished; yet there must be some way of discovering and weeding out incompetent teachers. The suicide is evidence of the correctness of the inspector's verdict, rather than otherwise. Though tears of sympathy start at the reading of the two letters, the conviction forces itself upon the mind that the unfortunate young man had mistaken his calling. The force of character and self-poise necessary in the teacher would not have meditated suicide, even in such trying circumstances. Any but a weak or diseased mind would have said, The world is wide. This avenue seems to be closed to me; I will turn into another path. There must be a place for me somewhere; I will find it.

Perhaps there is a lesson here for managers, supervisors and inspectors of schools. An obligation rests upon them to lay no unnecessary burden upon their teachers. The teacher's position is at best a trying one. The supervisor should never act the part of an unfriendly critic, but always that of friendly counsellor and helper; and when a verdict adverse to the teacher must come, it should come in the way least calculated to wound or give pain.

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#### "THE OLD NORTHWEST."

The above is the title of a work by Dr. B. A. Hinsdale, of Michigan University, about to come from the press of Townsend MacCoun, New York. We are indebted to the publisher for proof sheets of the index and a large part of the text, and our appetite is whetted to a keen edge for a complete copy. It is a work of intense interest to Ohio people in this centennial year of our history, but its interest and value will not be confined to Ohio nor to the present year. It will undoubtedly rank as an important and permanent addition to the his-

torical literature of this great country. In its conception it is altogether new no previous writer having covered the same ground. One cannot read many pages without being impressed with the magnitude of the undertaking. The vast amount of research, the skillful sifting of material, and the thoughtful study and interpretation of actions and events, involved in the preparation of such a work, cannot fail to impress the attentive reader.

One is also impressed with the importance of the Old Northwest and the large part it has had in the affairs of the nation and in giving tone and character to the national life. It has been in considerable measure a distinct historical unit, existing under a kind of secondary constitution, the Ordinance of 1787, and "has stood in very important relations to questions of great national and international importance." In considering these relations, Dr. Hinsdale has placed in very clear light some of the most important questions with which the writer of American history has to deal. Of this, the chapter on "Slavery in the Northwest" is a good illustration. The status of the slavery question a hundred years ago is thus stated:

"At the close of the Revolutionary War slavery existed in nearly all the States of the Union, but was far stronger in the South than in the North. In the one section the causes were already at work that ere long brought about its abolishment; in the other, the causes had not yet begun to operate that, in the end, practically united all the people in defence of slavery. In the sense of later controversies, the one section was not anti-slavery nor the other pro-slavery. The Northern States tended toward anti-slavery views, but not in the aggressive spirit of later times; the Southern States, toward pro-slavery views, but not with such unanimity as to preclude a great amount of strong and even fervid anti-slavery sentiment, and particularly in Virginia. The average opinion South and North was that slavery could not be violently uprooted; that it must be tolerated and protected for the time; but that it was an evil the peaceful death of which every real well-wisher of his country would be glad to hasten. This was the opinion that declared itself in the slavery compromises of the constitution, and in the sixth article of compact of the Ordinance of the same year, which is also a compromise, as anyone must see the moment he looks at the two clauses of the article balanced on the word "provided." The long and fierce contest over the extension of slavery, which did not begin until many years afterward, gave to that prohibition an importance which no one dreamed of according to it at the time of its enactment."

Many readers will be surprised to learn the extent to which slavery existed at one time in Ohio, Indiana, and Illinois, and the persistence with which it was upheld by a part of the people. It was even proposed to nullify the prohibitory article in the Ordinance of 1787 and legalize slavery.

At a later stage of the slavery agitation, we have this concerning the state of sentiment in that part of Ohio known as the Connecticut Western Reserve:

"As early as 1832, President Storrs and his assistants in the faculty of Western Reserve College were preaching and lecturing against slavery, at Hudson. Those sermons and lectures were the real beginning of anti-slavery propaganda in Northern Ohio. How much the anti-slavery men of the East counted upon Storrs' co-operation is shown by Whittier's pathetic elegy written on Storrs' too early death. Early in its history, the name of Oberlin became synonymous with Abolitionism throughout the country. Giddings upheld anti-slavery principles in congress when there was none but John Quincy Adams to support him. Full fifty years ago the Reserve had a more definite anti-slavery character than any other equal extent of territory in the United States."

Somewhat tersely, perhaps a little peculiarly, the educational and intellectual status of the same section, then and now, is set forth in the following paragraph:

"Men on whom the awful shadow of Yale and Harvard had fallen, began at Oberlin the first collegiate co-education experiment tried in the world. Both at Oberlin and at Hudson the finality of the old educational rubrics was denied, and new studies were introduced into the curricula. The common school, the academy, the college, the church, the newspaper, the debating society, and the platform stimulated the mental and moral life of the people to the utmost. The Reserve came to have a character all its own. Men with "new ideas" hastened to it as to a seed-bed. Men with "reforms" and "causes" to advocate found a willing audience. Later years have brought new elements; but to-day the mail clerks on the Lake Shore Railroad are compelled to quicken their motions the moment they enter its borders from either east or west."

The common reader as well as teachers and students of history may look forward to the appearance of this book a month hence with high expectations.

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### SCHOOL LEGISLATION.

We had hoped to give in this issue a complete resume of legislation, affecting schools, school officers and teachers, at the past session, but we have been unable to secure the necessary data in time. An act was passed making the term of office of all school examiners coterminous with the school year, which ends August 31. The State Board may issue only life certificates, and these may be of three grades, according to the branches taught. All other boards may issue certificates for one, two, and three years, valid only from the day of the examination. Certificates renewable without examination, at the discretion of the board, may be granted to such applicants as, in addition to the necessary qualifications, have been engaged in teaching for three years next preceding the time of their application, eighteen (twelve?) months of such experience being in one place. Four-year and ten-year terms are no longer used. All applicants must be examined in physiology and hygiene after January 1st, 1889.

In the trial of charges against teachers, examiners are empowered to compel the attendance of witnesses and examine them under oath.

Another act was passed requiring instruction in regard to the effects of alcoholic drinks and narcotics on the human system to be given in all common schools of the State, and in all educational institutions supported wholly or in part by money received from the State. This act is to take effect and be in force from and after the first day of January, 1890, and after this date teachers must hold certificates of qualifications to give this instruction.

Still another act was passed to expedite the collection and publication of school statistics.

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The *Central School Journal* raises the question whether the public schools do not sometimes partake too much of the nature of reformatories. We are convinced that they do; and we agree with the *Journal*, that this is not the proper function of the school. We have undergone a change of mind on this subject. After nearly forty years of experience with bad boys, our conclusion is that there is, to say the least, a very large element of waste in such effort. Two or three bad boys in a school often destroy more good than they get. A depraved and vicious child should be removed from a school as unhesitatingly

as a case of scarlet fever or diphtheria. Say nothing of the danger of moral contagion, there is no justice in taking the time and strength of the teacher, needed for the legitimate work of the school, and bestowing it where there is so little promise of return. Of course there is a middle ground. We speak of the depraved and vicious. Not every child that tries the teacher's patience should be excluded from school.

## OHIO TEACHERS' ASSOCIATION.

Sandusky, Ohio, June 26, 27 and 28, 1888.

### PROGRAM.

#### SUPERINTENDENTS' SECTION—TUESDAY, JUNE 26.

Inaugural Address.....Supt. I. M. Clemens, Ashtabula.  
 Township Supervision.....Hon. E. T. Tappan, Columbus.  
 Discussion, opened by Hon. N. H. Albaugh, Tadmor.  
 Training for Citizenship in Public Schools...Supt. R. W. Stevenson, Columbus.  
 Discussion, opened by Supt. J. W. MacKinnon, London, and Supt. J. A. Shawan, Mt. Vernon.  
 The Examination and Promotion of Pupils.....Supt. L. W. Day, Cleveland.  
 Discussion, opened by Supt. F. Treudley, Youngstown, and Supt. H. N. Mertz, Steubenville.

#### EVENING SESSION.

The Buckeye Centennial.....Supt. J. J. Burns, Dayton.  
 Discussion, opened by Prof. G. W. Knight, Columbus, and Prin. J. P. Cummins, Clifton.

#### GENERAL ASSOCIATION—WEDNESDAY, JUNE 27.

Inaugural Address.....Supt. Alston Ellis, Hamilton.  
 The County Teachers' Institute.....Supt. D. R. Boyd, Van Wert.  
 Discussion, opened by Supt. P. W. Search, Sidney, and Supt. J. C. Hartzler, Newark.  
 A Year with Little Ones.....Miss Fannie C. McLain, Toledo.  
 Discussion, opened by Mrs. D. L. Williams, Delaware, and Supt. J. F. Lukens, Lebanon.

#### EVENING SESSION—TEACHERS' READING CIRCLE.

Report of Secretary and Treasurer.  
 Presentation of diplomas, by the President, Mrs. D. L. Williams.  
 Annual Address.

#### THURSDAY, JUNE 28.

Report of Committee on Harmonizing College and High School Courses of Study, Supt. Alston Ellis, Chairman, Hamilton.  
 Defects in the Public Schools of Ohio...Supt. N. H. Chaney, Washington, C. H.  
 Discussion, opened by Supt. M. E. Hard, Salem, and Supt. Hampton Bennett, Franklin.  
 Annual Address.....Dr. W. T. Harris, Concord, Mass.  
 Miscellaneous Business, Reports of Committees, and Election of Officers.

The papers, with the exception of the inaugural addresses, the annual address, and the evening addresses, are to be limited to thirty minutes.

MARGARET W. SUTHERLAND, Sec. Ex. Com.

The program for the next meeting of the Ohio Teachers' Association appears in this number of the MONTHLY. It is not too much to say that it is one of the strongest ever presented in the Association. It ought to draw a very large attendance. The place of meeting is so near the old haunts on the islands of Lake Erie as to meet all the requirements of tired teachers seeking pleasure and recreation. An excursion on the Lake is promised by the good people of Sandusky, probably to take place at the close of Wednesday afternoon's session. Ex-Superintendent U. T. Curran, of Sandusky, has secured from the Central Traffic Association the same railroad rates as last year—full fare going and one-third fare returning. A fuller statement of all arrangements with railroads, hotels, etc., may be expected in our June number. Meantime, let everybody prepare to go.

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## EDUCATIONAL INTELLIGENCE.

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—Ohio Day was observed with appropriate exercises by the Piqua High School.

—The McArthur High School will graduate a class of five girls, May 17. Joseph Rea, superintendent.

—The teachers of Putnam county held their last meeting for the school year at Ottawa, March 31. The program gave promise of an excellent meeting.

—The eighth annual commencement of the Manchester (Adams Co.) High School was held April 19. The class consisted of four boys and one girl. J. W. Jones, superintendent.

—The first annual commencement of the schools of Valley Township, Scioto Co., was held at Lucasville, April 20. An address was delivered by Dr. John Hancock. M. F. Andrew, superintendent.

—The first annual commencement of the schools in Vanlue Special District was held Friday evening, April 20. An address was delivered by J. W. Zeller, of Findlay. R. E. Diehl has charge of the schools.

—The program for the meeting of the South-Western Ohio Teachers' Association held in the Hughes High School, Cincinnati, April 28, is a strong one. With such names on the program as Pollok, Holbrook, Ellis, Johnson, and Miss Wessie Brown, there could be no lack.

—The Germantown schools, under the superintendency of J. F. Fenton, celebrated the Ohio Centennial on Friday, April 6. Pupils from all departments took part in the exercises. Special attention had been given to Ohio history for several weeks, thus preparing the pupils to enter into the spirit of the occasion.

—The first annual commencement of the Wayne township schools, and the first of the kind in Tuscarawas county, was held at Dundee, Saturday evening, March 31. An address was delivered to the class by J. E. McKean, of Navarre, and diplomas were presented by P. H. Sigrist. This is not the first time Wayne township has been heard from, nor do we expect it to be the last.

—The American Institute of Instruction, believed to be the oldest teachers' organization in the world, holds its annual meeting this year at Newport, R. I., July 9 to 13. The program contains many noted names, among them Dr. J. G. Fitch, of London, author of "Lectures on Teaching," a book very popular on both sides of the Atlantic. Bulletins giving complete details will be sent to all whose names are sent to Geo. A. Littlefield, Newport, R. I.

—Two years ago, a township high school was organized in Jackson township, Shelby county, O., and placed under the superintendency of Job Hill. The organization of the school at first met with considerable opposition, but it finally triumphed. It is now the pride of the township, and even those who opposed the experiment are its warmest supporters. Though only two years in existence, the work of the school has been wonderful. On the 28th of March a class of seven boys and three girls were graduated. Some of the boys went from three to five miles each day to attend the school for the past two years, attending also the normal session, which Mr. Hill conducts there each summer. M.

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## PERSONAL.

—B. H. Skinner, of Perry, O., has accepted a position in an industrial school at Golden, Colorado.

—Supt. C. W. Bennett, of Piqua, presented the diplomas at the commencements at Bradford and Ansonia, held last month.

—Prof. G. Stanley Hall, of Johns Hopkins University, has been called to the presidency of the new Clark University of Worcester.

—O. C. Williams has resigned the superintendency of schools at Cadiz, O., to engage in business in Kansas. His resignation took effect April 13.

—John C. Ridge, Waynesville, O., can be engaged to do institute work at any time during the year. His specialties are Reading and Arithmetic. He also gives evening entertainments, consisting of humorous and pathetic readings.

—Dr. E. E. White has resigned his position as a member of the State Board of Examiners, and Supt. E. A. Jones, of Massillon, has been appointed by Commissioner Tappan to fill the vacancy. This is a good appointment.

—A young man, a graduate of the Ohio Normal University, desires a position for next year in a high school, or the principalship of a grammar department. He has had several terms' experience, and is well recommended. Address the editor of the MONTHLY.

—General Noyes delivered an address to the students of the Cincinnati Normal School, on the occasion of the celebration of the Ohio Centennial by the school, April 6. The editor acknowledges the kind invitation of the principal, Mrs. Lathrop, and her associate teachers.

—E. E. White, E. S. Cox, A. B. Johnson, C. S. Fay and Virgil A. Pinkley have been engaged as instructors in the Hamilton County institute, to be held at Madisonville, the week beginning Aug. 20. J. L. Trisler is the president of the institute. It is proposed to make an exhibit of school work a prominent feature.

—A lady holding a life certificate from the Ohio State Board of Examiners desires an engagement in some high school for next school year. She has had eight years of experience in high school work, and is now principal of a high school, but desires a better salary. Letters of inquiry may be addressed to the editor of the MONTHLY.

—Dr. I. W. Andrews, ex-president of Marietta college, died at Hartford, Conn., April 18. He was taken sick while visiting friends at Hartford. His remains were interred at Marietta. Dr. Andrews was connected with Marietta college for almost half a century. He was a dignified, unpretending, scholarly man, held in very high esteem in church and educational circles. We hope to present in our next issue a brief sketch of his life and labors, prepared by an intimate friend and associate.

—John Ogden, very well known in Ohio educational circles, is full of work and zeal out in Dakota. He is superintendent of schools for McIntosh County, principal of a territorial normal school at Milnor, and a territorial institute conductor. He began, April 2, an institute campaign to last until the middle of June. In a recent letter, writing of his various official positions, he says: "It is a way we have of doing things in this new country. We all hold office, and the more the better. I have found my cherished work, and, oh, how much easier here than in Ohio! I think I never enjoyed work so much in my life. The elements are not only congenial, but, like the country and climate, vigorous and progressive." Referring to the Albaugh bill, he says: "What a slow set of old pokey's you are in Ohio!" and it seems that we are.

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## BOOKS.

*The Manual Training School*—Its aims, methods and results, with detailed courses of instruction in shopwork and drawing. By C. M. Woodward, Director of the Manual Training School of Washington University, St. Louis. Published by D. C. Heath & Co., Boston. \$2.00.

This book contains a pretty full and clear exposition of the theory and practice of manual training. It gives courses of study, programs, and working drawings and descriptions of class-exercises in wood and metal. The general theory of public education, and the place and purpose of manual training in a system of instruction are discussed. The subject is treated from an educational, rather than an economic standpoint, with a view to establishing the claims of manual training as the complement of mental training in complete education. The author's broad general culture, and his large experience in this special field, give weight to his utterances, and entitle the book to rank as an authority, at least so far as the value and need of manual training are concerned.

*The Orbis Pictus of John Amos Comenius.* Large duodecimo, cloth. Published by C. W. Bardeen, Syracuse, N. Y. Price \$3.00.

This is a reproduction of a very famous book—a book that two hundred years ago, was the most popular text-book in Europe, and said to have been the first children's picture-book ever published. The author calls it "A new help for schools, A Picture and Nomenclature of all the chief things in the

world, and of men's actions in their way of living." The text is arranged in two columns, side by side, the one in English, the other in Latin. "Everywhere one word answereth to the word over against it, and the book is in all things the same, only in two idioms, as a man clad in a double garment." The quaint old cuts of the original edition are duplicated by photography, and the type and paper are close imitations of the original. The generous margins and the handsome binding are about the only modern features. It is a book of rare interest to students of pedagogy.

*The Satires and Epistles of Horace.* Edited, with notes, by J. B. Greenough, is from the press of Ginn & Co., Boston. The very copious notes are its most characteristic feature; and these are intended not so much to aid the student in translation and grammar as in getting at the thought, feeling and purpose of the author, and thus lead him to understand and enjoy the literature.

*Williams's Introduction to Chemical Science* (Ginn & Co., Boston,) is a small book designed for high schools. It is simple and follows the experimental and inductive method. Its aim is to direct the young student's attention to the more important phenomena to be observed and facts to be learned, rather than to furnish him with great store of chemical information.

*Catalog of the Pedagogical Library* and the Books of Reference in the office of Superintendent of Public Schools, Board of Education, Philadelphia, with bibliographical notes and references. By Superintendent James MacAlister.

Philadelphia has set an example which it would be well for many other cities to follow. A pedagogical library requiring a catalog of 184 pages, and all accomplished in four years. Think of it. The index of authors contains 1200 names.

*First Course in the Study of German* according to the Natural Method. By Otto Heller, Professor of German in the "Sauveur College of Languages." Philadelphia: I. Kohler, 911 Arch street.

*Pilgrims and Puritans: The Story of the Planting of Plymouth and Boston.* By Nina Moore. Boston: Ginn & Co., 1888.

Great interest always attaches to the original sources of history. Much of this little volume is in the quaint language of the original record, made by Bradford and Winslow. The setting is such as to bring the story within the comprehension of young readers. It is a book for teachers and parents to make note of.

*Bardeen's Common School Law* (C. W. Bardeen, Syracuse, N. Y.,) contains a digest of the provisions of common and statute law concerning the relations of the teacher to the pupil, the parent, and the district. In it are five hundred references to legal decisions in twenty-eight states. This is the fourteenth edition of the work, entirely re-written.

An excellent little book for primary and grammar schools is *Mary F. Hyde's Practical Lessons in the Use of English*, published by D. C. Heath & Co., Boston.

The latest number of "Classics for Children" (Ginn & Co., Boston) is *Gold-*

*smith's Vicar of Wakefield.* Uniform in type and binding with other numbers of the series.

L. J. Woodward's *Number Stories* (Ginn & Co., Boston,) is designed to supplement and enliven the systematic teaching of numbers from 1 to 100, with children 7 to 11 years of age. It would at least prove suggestive and helpful to primary teachers. Page 79 contains this astonishing statement: "It is about three hundred miles from New York to Cincinnati."

*Portraits and Sketches of Twenty American Authors* is an extra number of the Riverside Literature Series, published by Houghton, Mifflin & Co., Boston. Paper, 15 cents.

Longfellow's *Golden Legend*, and *My Hunt after the Captain* and other Papers, by Oliver Wendell Holmes, are two recent regular numbers of the series.

*A Treatise on Plane Surveying.* By Daniel Carhart, Professor of Civil Engineering in the Western University of Pennsylvania. Boston: Ginn & Co. 1888.

The fine paper, clear type, and good binding of this book make a very favorable impression to start with, while a brief examination reveals a very practical and very thorough treatise. The instruments employed, and their adjustments and uses, are described; the best methods of solving the common problems occurring in practice are exemplified; and field exercises in great variety are given. Methods of ascertaining heights and distances, of keeping field notes, and of plotting are also given, and the uses of the solar attachment in determining the latitude and longitude of places are exemplified. A chapter on Mine Surveying and an appendix containing The Judicial Functions of Surveyors, as given by Chief Justice Cooley, of Michigan, are valuable features.

No library is complete without a Shakespearean concordance. A very neat, convenient, and cheap (50c.) one is published by John B. Alden, New York. In it are combined, in one alphabetical order, Wright's Glossary, prepared for the Victoria Edition of Shakespeare, published in 1887, and Durfee's Dictionary of Titles, First lines, Characters, Subjects and Quotations, made for the Poetical Concordance to the Principal Poets of the World. It is adapted to any edition, and is at once a key to and interpreter of the immortal bard.

A good book for teachers of geography is *The Child and Nature*, by Alex. E. Frye, formerly Principal of the Quincy School, Quincy, Mass., and Training Teacher in the Cook County (Ill.) Normal School. It is published by the Bay State Publishing Co., Hyde Park, Mass. The aim of the work is well stated and well carried out: 1. To grade and apportion the subject-matter of natural geography to the successive stages of development of the child's mind, and rid the study of its myriads of worthless details. 2. To direct attention to the laws of mind-growth which condition methods of teaching, and to suggest devices for stimulating and directing mental energy. 3. To review the literature of geography and indicate lines of study for teachers.

The book embodies a large amount of pedagogy. Its indirect pedagogical teaching is scarcely less valuable than the direct instruction at which it aims.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### THE FIRST NORMAL SCHOOL IN OHIO.

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BY JOHN HANCOCK.

The death within the present year of Mrs. Jane Donaldson McNeely furnishes the occasion for the history of an educational movement in Ohio, that has had no parallel in any other State—a movement in which the lofty spirit of this noble woman and her immediate associates, as well as of the teachers concerned in it, shines with peculiar lustre. The memory of the older teachers among us cannot fail to turn back to that period with high satisfaction; and to the younger the narrative may prove suggestive.

Carlyle asks in that wonderful book of his, *Sartor Resartus*, “How, then, canst thou warm another, that hast no live coal in thine own bosom?” It is people with live coals in their bosoms who set the world on fire for the commission of good deeds. Let us, then, draw near, and be warmed by a pure flame which burned only for the good of man.

Jane Donaldson was born in England in 1808. She had one sister, Mary, and four brothers, Frank, William, Christian, and Thomas. In 1820, her parents with their children moved to America, and settled on a farm near New Richmond, in Clermont County, Ohio. William and Christian, after the lapse of a few years, left the farm, and taking their sisters with them, engaged in a prosperous hardware business in Cincinnati.

When William Lloyd Garrison set on foot that great Anti-Slavery crusade which had its culmination at Appomattox, the whole Donaldson family became at once deeply interested in the movement,—Christian and William especially being very prominent workers in it. When the printing press of James G. Birney was broken up and thrown into the river, at Cincinnati, in 1836, by a mob, the violent rabble supposing Mr. Birney might be at the Donaldson home, rushed thither, clamoring for him and Christian Donaldson. All the men-folk happened to be out of the city; but Jane, accompanied by a lady friend, met and addressed the angry mob with such self-possession and quiet firmness that the rough men who composed it, struck with admiration, retired without inflicting any damage to property, and with hearty cheers for the courageous woman who had met them without blanching.

In 1837, Jane Donaldson was married to Cyrus McNeely, of Harrison county, in this State; and a more perfect union never took place. In all their after aspirations and labors the two were indeed as one.

To write extravagantly of the great and beautiful characteristics of this gifted and lovable woman would scarcely be possible. Yet were she alive, and her wishes consulted, she would insist that the record of her life's work should be set forth in sober phrase, with only so much of her personal history as might be necessary to make that record fully intelligible. But it does not seem well that the life of one whose wisdom "belongeth only to the children of the kingdom," and whose "feet always ran swift to do good" should drop out of the memory of men. It is such lives as hers, brave, self-sacrificing, and given to all charitable works, that reconcile us to our race. Courage and endurance of weakness and pain were her most striking characteristics; and in her were courage and kindness, blended in most beautiful proportions. Her spirit never quailed in the face of any danger; and her heart never listened to the story of the poor and oppressed unmoved. She possessed, too, that higher intelligence which always (to use Matthew Arnold's phrase) "thinks clear and straight"—an intelligence not to be deceived by any sort of sophistries. And her moral forces were even greater than her intellectual. Having made up her mind as to what was the right thing to be done, she was to be turned aside neither by the blandishments nor the frowns of society. With the rare gifts and accomplishments which would have enabled her to take a high place in social life, she consecrated her time and herself first to the service of the poor slave, and afterwards to the cause of education.

Though, as has been already said, she connected herself in the very

beginning with the movement against that supreme sin of the nation, slavery, and was the intimate and trusted friend of those immortals, Garrison, Gerrit Smith, Wendell Phillips, and Frederick Douglass, she never failed to see things in their just relations to each other. It is not unfrequently the case that those who devote themselves to a single purpose in life, especially if they be people of tender consciences, fall into striking eccentricities of thought and action. Their one cause so swells out as to fill the whole universe, shutting out the view of everything else. Such was not the case with Mrs. McNeely. Hating slavery as she did, and treading the thorny way in which the early abolitionists were compelled to walk, her mind never lost its healthy equipoise. Like the Christian Knight in the picture by Albrecht Durer, she set her face serenely to the front, and went forward undisturbed by the turmoil about her. But profoundly interested as she was in the cause of the slave, she did not, as will be seen presently, shut herself up to that alone, but was able to turn her attention to other work which lay closer to her, and needed a strong and willing hand, with a like noble zeal.

There was a charm in all that Mrs. McNeely said and did that was irresistible to all who came within its gracious influence. Her manner was that of exceeding refinement combined with strength. Like Cordelia's, her voice was ever soft, gentle and low. She had a keen wit,—so keen that few cared to venture against its keen edge; but it was always used in behalf of the right. And even when it cut deepest, a healing balm of kindness went with it to cure the hurt.

I copy from an historical sketch of Mrs. McNeely's life, contributed to the *Christian Standard* by President Loos, an old and intimate friend, the following appreciative and feeling sentences:

"Jane D. McNeely was a woman of rare powers of mind. Her intelligence was clear and acute; the views she took of the important questions of human life were large and noble, and all her inclinations of mind and heart were always toward that which is good, generous, liberal and benevolent.

"She was very gifted and brave in advocating what she held to be right. This was always done with dignity; but at times there could be seen, in the flush on the cheek, the keen lustre of the eyes, and the earnest vibration of the voice, as well as in the forcible form of the thoughts, the fire of deep conviction, of love for the right and hate of the wrong, that burned in her soul.

"She bore the bereavements which death often brought into her family and her own home and left her childless, with tender sorrow, yet with heroic, cheerful resignation. An invalid through a great

part of her life—slender and frail—she looked on life, as upon death, and the world beyond, with cheerfulness and hope—with a rare happiness.

“But the supreme glory of the life of this noble woman was the consecration of herself to the good of others. It was the not too common case of one nobly endowed with gifts and fortune, who asks but little for self, and rejoices to give, to live and labor, that others might be blessed.”

I have in my possession two monographs from Mr. McNeely's own hand, and with two different objects, which set forth the causes that called his and his wife's attention to the work with which their future lives were to be so closely identified; and I can do no better than to follow the language of his unpretending narrative. The writer omits all mention of his own share in the undertaking. Were I to follow his lead in this, and omit to state that he earnestly joined in every part of this undertaking, I should give a very imperfect view of the school which bore his name for so many years. Mrs. McNeely's sister Mary, who was an inmate of the family for the last few years of her life, joined very heartily in her sister's educational scheme, and contributed her means to it.

The Mrs. Eliza Hogg, whose name appears at the head of Mr. McNeely's paper, was an intimate friend of his family, who generously came to the aid of the newly-founded school, by erecting a boarding hall for lady students, known as Pumphrey Hall, at a cost of \$6,000.

#### HOPEDALE NORMAL COLLEGE.

JANE D. MCNEELY, MARY DONALDSON, ELIZA HOGG.

“There shall this that this woman hath done be told for a memorial of her.”  
MATT. 26:13.

Some forty years since, the women, whose names are in the caption to this article—two of whom lived in Green Township, Harrison county, Ohio, and one in the town of Cadiz—cultivated the thought that they could do something for the improvement of the public school system of the State; especially for the country district schools. They were sufficiently observant of the progress of the cause of popular education to note the fact, even at that early period, that the town and city schools were far in advance of the rural district schools, in point of efficiency. To inaugurate something that would look toward a modification of this difference became eventually the burthen of their discussions and their wishes. The cultivation of this thought is what led to the founding of Hopedale Normal College.

Their plan was to begin in a district entirely rural. Hopedale then had no existence. Their motives may not, at the beginning, have

been exactly the same ; and they may not all have been equally interested, or disinterested in the progress of the work. They were a unit, however, in their desire to promote the improvement of the country district schools.

They had buried all of their own children, and were thus left without the ordinary objects of life, and in the possession of some means with which they desired to be doing something for the good of others.

They were a unit also in their dislike of fashionable boarding schools, and of denominational partisan colleges. The agents of those institutions were always repelled and resisted.

Their plea for cultivating this antagonism was that all of the interest, educational enterprise, money, and even the sprightly and active children, that were absorbed by the fifty, more or less, rival partisan colleges of Ohio, was the abstraction of so much of, the vitality, the life blood, that should flow into the public schools, where nine-tenths of the whole population must always be educated, in spite of the multiplicity of denominational colleges.

After many long preliminary discussions about purposes and plans, they finally began work with district number three, in Green Township.

They selected a beautiful locality about the centre of the North-east quarter of the township, and began to improve and prepare a ten acre lot for their experiment. This lot is now in the centre of the village of Hopedale, surrounded by four of the principal streets, and is one of the finest school sites in the State. They expected to be able to gather one hundred children of all ages, and organize them into a perfect, ungraded country district school, such as would be a model for the imitation of any other district that might be emulated and stimulated to follow the example.

'Tis not the purpose of this sketch to give the history of the work in detail—to tell of their trials and enjoyments, their successes and their failures. The above is stated simply to afford a glimpse into the causes which led to the existence of Hopedale Normal School, the first in Ohio, either public or private. All of this preliminary discussion and work occurred between the years 1848 and 1853 ; since which time there has not been the interruption of a single week in the regular work of the school.

Some seven thousand pupils in the aggregate have received more or less of their training at Hopedale, under the very best class of teachers, both for academic and professional work, that could be secured.

The proprietors stuck to their work through evil as well as through good report ; and held up the hands of the teachers from the begin-

ning till they had to put off their armor. The last one, Jane D. McNeely, died within the current year, in the 80th year of her age. Each one of these women paid toward this experiment for the improvement of the public schools, either directly or indirectly, more than \$10,000—two of them a great deal more.

The chief obstacle to the accomplishment of the thoroughly professional work at which they aimed, consisted in the impossibility of securing, controlling and maintaining, without legislative cooperation, a model practice school.

City normal schools are not, and cannot be, a criterion for a school for the training of teachers for ungraded, mixed country schools. In graded city schools the classes in each department are few. The number in each class is always sufficient to excite interest, to enable the teacher to awaken animation and emulation. The supreme government is with the superintendent, and the teacher in each room is always relieved from the responsibility of grading and classifying and governing. If she be wide awake and thoroughly drilled in the academic studies that belong to her room, she is safe. This is not a picture of the lot and the labor of the country teacher.

There are thousands—perhaps ten thousand schools in the single State of Ohio, which do not average the year round twenty pupils each. These are of all ages and sizes and grades. They have to be divided into perhaps ten classes. It requires even kindergarten ingenuity to awaken an interest, and get up any enthusiasm in such classes. The whole responsibility of classifying and governing devolves upon the teacher. All of this and more she has to bear unaided, and most likely without the countenance and encouragement of a single one of the officers, or the parents. Then follow a dozen recitations in, perhaps, as many different studies; and she goes home at night sad and discouraged and weary, because she has had no professional training for her work; and with her it must be all hap-hazard. She passes a restless night and goes back in the morning to try again, until she finally wears herself into some habits which will make the work easier for herself, whether it will be any better for the children or not. This is not a fancy sketch. This is a true picture of thousands of schools and of thousands of teachers, doing the very best they can, to whom we must pay and do pay millions of money every year for their services in the country district schools.

The only possible remedy which these devoted and benevolent women were able to devise, with all their toil and expense, was in the establishment of perfect model practice schools, under the absolute control of teachers who are adepts in the work, and who shall have

the power to call to the platform, as often as may be necessary, the advanced classes in the academic department, and afford them an opportunity to witness and practice his methods. A normal school for the training of teachers for the country districts, without this professional department in good working order all the time, is a misnomer. All of this was plain to the proprietors of Hopedale school thirty years ago.

They struggled long and hard to secure their ideal. They erected at their own expense a model practice school building, sufficient for one hundred children, with glass partitions to afford the necessary observation, and supplied it with all necessary furniture and apparatus. The Board of Education consented to the occupancy of this building for a few years on condition of a joint control and a joint expense. But the partnership finally became unsatisfactory, and unmanageable. The want of absolute control, and the want of sufficient funds to pay a perfect teacher, were insurmountable difficulties. By economical management the academical department could be made self-supporting; but the proprietors, after expending so much in building, fitting up and furnishing one of the most beautiful school properties in Ohio, sufficient for one hundred and fifty normal school pupils, did not feel justified in incurring an additional perpetual drain of, perhaps, \$2500 a year for the sake of securing the absolute control of the practice school, although they regarded that as indispensable to the perfection of their work.

They made several appeals to the Legislature to tide them over this difficulty, but to no purpose. They even proposed to deed the entire property to the State, so as to open the way for the passage of a general law, in order to secure this object; but all failed. The Legislature of Ohio seems to have no sympathy with normal schools.

There was now no recourse but to make the elementary academical work as thorough as possible, and fall back upon the plan of delivering lectures upon "Theory and Practice." Nobody supposes that any other business in life can be learned by listening to lectures upon the way to do it.

The good fortune, however, that for many years has attended the proprietors in their selection of teachers for both the academic and professional departments has, in the face of all the hindrances, made Hopedale Normal College an instrumentality for good to the public schools, second to no other institution in the State.

The one of those public spirited women who lived longest to witness and to enjoy the fruit of her labor, and to impress her character and influence upon the school and the community, passed quietly

and peacefully to rest on the 10th of April last, satisfied that with all the hindrances and defects it was, perhaps, the very best appropriation she could have made of the time and money she devoted to it.

Ohio will surely yet have a legislature that will be willing to second the enterprise of such women for the benefit of the country district schools.

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If space permitted I should be glad to copy from the second paper by Mr. McNeely, which sets forth more fully the aims and trials of the originators of the school, and in a most interesting way. This not being possible, I hurriedly throw together the remaining necessary facts to complete the school's history.

The institution, under the name of the McNeely Normal School, was first fully opened with George L. Work, a graduate of Franklin College, as teacher of the more advanced pupils, Edwin Regal, from the superintendency of the schools of Wellsburg, W. Va., as teacher of the district school department, in connection with Miss McGrew, who had already done noble work among the children of the district.

Mr. McNeely made strenuous efforts to get the State to accept the school as a gift, with the purpose of thus enlisting the interest of our Legislature in State normal schools. Having failed in this, he turned to the teachers of the State. In 1854, he offered to give all his school property to the State Teachers' Association, for Normal School purposes. The only condition connected with the gift was that the Association should raise \$10,000 towards an endowment fund for the school. After earnest discussion of the proposition in two of its meetings, so imperative seemed the need of a school for training teachers, the Association resolved, in 1855, to accept Mr. and Mrs. McNeely's offer; and a Board of Trustees was appointed to manage the school. In the list of these trustees was the name of Mr. McNeely himself, and the names of some of the most distinguished educators in Ohio's history, such as Lorin Andrews, Asa D. Lord, M. F. Cowdery, M. D. Leggitt, Geo. K. Jenkins, and subsequently, Eli T. Tappan and A. J. Rickoff.

The school was reorganized at once, with John Ogden, who had given much attention to methods of teaching, as principal, and Mr. Regal and Miss Betsy Cowles as his assistants. Altogether, the work began with a hopeful outlook.

The plan adopted to raise the \$10,000 for which the Association was bound, was to secure individual pledges to pay certain sums in installments. Fourteen hundred dollars had been thus pledged before the transfer of the property. At the Mansfield meeting of the Association, in

1856, Lorin Andrews—and no man ever exercised a greater or more beneficent influence over educational affairs in Ohio—made a powerful plea for aid in behalf of the school. Under the inspiration of his appeal, backed by that of other leading members, \$3,000 was pledged at that meeting, in sums ranging from \$100 down to \$25. All this in addition to the one-and-a-half percent on their salaries these same teachers were paying each year to carry on the other work of the Association. At the meeting of the Association held at Steubenville the following year, the treasurer of the board of trustees of the normal school reported that the total sum of \$6,607 had been pledged to the endowment fund, and \$225 in cash paid in for the same purpose. This manifestation of liberality must ever stand as a mark of high distinction for the teachers of the State. The spirit of the Association was admirable—so admirable as to cause the pulse of a veteran who belonged to that time to quicken in its beat, even after the lapse of more than thirty years. The fiery benevolence with which the teachers flung themselves into the new enterprise, while glorious, was not business. The Association had endeavored to carry a burden too heavy for it, which the leaders might have seen from the first, had their heads been cooler. But the influence of their splendid daring and unselfishness has contributed more than any other thing to establish what is most worthy in our schools of to-day.

In the same report from which the above figures have been gleaned, a *deficit* (terrible word!) of several hundred dollars is reported for each of the two years covered by it. This, to the thoughtful, told the story of the end of the undertaking, so far as the Association was concerned.

Mr. McNeely released the Association from its obligation to raise the \$10,000. The Association struggled bravely to discharge the debts the trustees had been obliged to incur to carry on the school, but with constantly diminishing hope. President Ogden and Miss Cowles severed their connection with the school. Prof. Regal remained in the Academic department, and with him was joined, as President of the institution, Prof. A. S. Hayden, who left Western Reserve Institute to assume the office. From this time forth, neither the trustees nor the Association incurred any other debt, because Mr. and Mrs. McNeely bore all the expenses themselves. Although the Association, subsequent to the year 1859, took no direct part in the management of the school, and no responsibility, beyond the payment of some small debts contracted in the early part of its career, it was not until many years after the date named that the legal relation between the two was dissolved and the property re-conveyed to its original owners.

In this year, 1859, Prof. Edwin Regal, who had spent the previous

year in Cincinnati as principal of one of its public schools, returned to Hopedale, and again took a position in the Normal School. With him was joined Prof. Brinkerhoff as President. Prof. Brinkerhoff, besides being a fine teacher, possessed first-rate business qualifications, and under his skillful management, the finances of the institution were straightened out, and it entered upon a career of solid prosperity and usefulness, which lasted many years, although it lost most of its distinctive features as a normal school.

It may be asked whether, after all, the extraordinary efforts of the teachers of Ohio to do what it is the plain duty of the State to do for itself, to establish a normal school,—and the devotion to it of Mr. and Mrs. McNeely,—a devotion which consumed forty years of their lives and swallowed up their fortunes,—were not all in vain. As no noble aspiration or effort ever falls to the ground, we are warranted in deciding this question in the negative. Ill fares that State in which the instructors of its youth are mere hirelings. This movement was one of the springs which fed that fountain of inspiration which still spreads its refreshing waters over the educational field of our State, less bounteously now, perhaps, than formerly, but yet far from being entirely dried up. And though the good people who showed such an intelligent comprehension of the great educational want of their own neighborhood and of the country, did not realize their hopes to the fullest extent, they did build up an institution of learning that was and still is a blessing to their part of the State, and will form a noble monument to their devotion, their toil and self-abnegation. Such a school founded on such a rock cannot fall.

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## THE HOME READING OF PUPILS.

BY CHARLES F. DEAN.

[Read before the South Western Ohio Teachers' Association.]

Even in Ohio, there is a large class of teachers who are obliged to work without a free library to help them. What can such teachers do to direct the reading of their pupils? I answer, much, in many ways. We are living in an era of magnificent achievement. Money, art, science are conjoined to light up the dark places of the earth. There was a time when even people of considerable means were able to afford but two books. One was the Bible, the other, Poor Richard's Almanac. The Bible they read on Sunday, one day in the week, but

Poor Richard's Almanac, seven days of the week. Then, good books were rare and costly. Paper was made of rags and lamp-black came high. Press work had to be done by hand, on clumsy machines, and special books for boys and girls were unheard of.

To-day, things have changed. We make paper from timber. A tree with its leaves and branches in healthy growth, has been cut down, and, in less than forty-eight hours, transformed into a big roll of paper. Natural gas supplies cheap and excellent lamp-black, and makes the steam that runs the engine that mixes the ink, prints the papers, and folds, covers, and directs them to subscribers. As a consequence, books and papers are as the leaves of the forest, yea, as the sands of the sea-shore for multitude. Books are everywhere and easily procured. At two cents apiece we may own books containing the richest gems of literature. Through the efforts of "The Ohio Teachers' Reading Circle," the Chautauqua Literary and Scientific Circle, and kindred organizations, the best books may be bought at very low prices. Books, magazines, papers are easily obtained, and any teacher with a thimbleful of energy can procure plenty of good reading for his school.

➤ In October, 1883, the North Eastern Ohio Teachers' Association appointed B. A. Hinsdale, Samuel Findlay and Alston Ellis to prepare a list of books for public schools. That committee sent out circulars to a large number of persons, asking for hints and suggestions. They embodied the result in a printed list which was approved by a unanimous vote of the Association. Five thousand copies of the list were printed for the use of the Association, and one copy fell into the hands of the writer. I cordially endorse the committee when it says: "No class of persons in the community can do more than teachers, and particularly public school teachers, to direct the reading of the young, and there should be a general awakening to their responsibilities." The circular is dated, "Cleveland, Ohio, April 12, 1884," and is a paper that should be in the hands of every teacher who takes any interest in the general reading of his pupils. It comprises admirable lists of books for the primary, the grammar, and the high school.

From this list of books for school people, any teacher can select a library for the school. Let no one despise small beginnings. The library may start with one or two books. It will grow, but not without the sunshine of the teacher's love for his work, the gentle rain of a liberal spirit, and the good soil of the childrens' hearts. Weeds grow uncared for. Sweet Alyssum and Wisteria require attention. Low, immoral and debasing papers and pamphlets, detailed accounts of the prize fight, of beastly crime, of coarse adventure on the fron-

tier, are spread like thistles broad-cast from the U. S. mail-bag. Boys as well as girls read and discuss these things. The teacher who undertakes the task of diverting this stream of poisoned literature from the community, need not stand appalled or wish himself a Hercules. The chances are all in his favor. There are schools in which the pupils have had good training in the best literature. Such training has consisted in the teacher's reading a page or two from the book she wanted pupils to read for themselves. A book referred to in the reading lesson was talked about until a lively curiosity was excited. Like a skillful book agent, the teacher exhibited the book itself, called attention to the pictures, to its leading topics, to the anecdotes and the recommendations, until the children's appetites were keen. In my own school, at Glendale, Ohio, the teachers and pupils publish a newspaper called "The Monitor," a leading feature of which is the publication of a list of books of fiction, history, travels, biography and poetry, once a month, as a guide to the pupils in selecting their home reading for the month.

Our teachers permit their pupils to bring books to the school room and put them on a shelf for the common good. The results have been gratifying. A few of the children had never seen such beautiful books as came from some of the Glendale homes. By this simple plan rich veins of choice literature were opened up to some of the boys and girls for the first time in their lives. Their craving for something to read was met by supplying the right kind of books.

Mr. S. S. Green, of Worcester, writes: The principal of a school when preparing, on a certain occasion, for a lesson in history, read for his own information a volume published in Harper's Half Hour Series, entitled, "Six Months in a Slaver," and when the hour of recitation came told the boys and girls in the class about it. One of the boys asked him to lend it to him to read; then others wanted to take it home, and in the course of four weeks many of them had read it, fourteen of whose names he remembered. Another instance of the same kind is, that 60 out of 64 children read a book in which they had become interested through remarks of the teacher.

The publication of lists of good books to read, the posting up in the school-room of such lists, the printing of names in the paper, and the reading of a page or two from some interesting volume, are all in the right direction. But the teacher may go further. He may prepare a language lesson that will draw attention to any book with which he is familiar. He may say at the time of rhetoricals: "Pupils, two weeks from to-day, each of you will be expected to put into my hand a written answer to a question assigned to each of you. No answer must

have more than fifty words." To one he gives the question: "What do you know about Benjamin Franklin's boyhood?" to another: "What books, papers, and pamphlets did he write?" to another: "What scientific discoveries did he make?" As a rule, the life of Franklin will be read in that school as never before. And the boy who begins the autobiography will be quite certain to complete the book.

The interest is sure to be excited in the particular book under discussion. A taste for good reading is awakened in other directions, moreover, so that when the two weeks have gone by, not only the life of Franklin has been read, but the history of the French and Indian war, the history of electricity, and, perhaps, one of "Poor Richard's Almanacs" has been examined.

A similar course may be taken in the lines of fiction, travels, science, poetry and history. Of course, some do not like to read. To help that class of pupils, lead them up slowly with tempting morsels. A little extract from "The legend of Sleepy Hollow" will entice some to read "The Sketch Book." A short sketch by Prof. James Monroe, of Oberlin College, one of my teachers, led me to read and enjoy Macaulay's Essays and Motley's "Rise of the Dutch Republic."

Let the young folks be led at an early age to realize that good books are the best of friends, always at hand to help them in time of need.

Encourage the school, then, to get a library. Use the U. S. mail to get your books. A single dollar will bring you "John Burrough's Birds and Bees," "Lowell's Vision of Sir Launfal," "Thoreau's Succession of Forest Trees," "Longfellow's Hiawatha," and "Hawthorne's Tanglewood Tales." A few pennies will bring a book from New York, a paper from San Francisco, or a magazine from Boston.

Put into the little library at least one book of fiction, one of travels, one of biography, one of science, one of ethics, one of history, and one of religion. Please, do not shake the head and shrug the shoulder, and think, if you do not say it, "Too much money." Let it be known that you want a little library, and the clouds from heaven will rain down books for the school.

Were my opinion asked as to what books should be taken to begin with, I would advise as follows, remembering that the books are for children and youth to read:

Religion: Pilgrim's Progress.

Fiction: Little Lord Fauntleroy.

Travels: Rollo on the Atlantic.

Biography: Irving's Washington, abridged by Fiske.

Science: Primer of Physics; Stewart.

Poetry: Phoebe and Alice Cary.

Ethics: Cowdery's Moral Lessons.

History: Boys of '61, by Coffin.

Here are eight books that any teacher can put into the hands of her pupils and easily lead them to read and enjoy. Provide good reading, call attention to the matter and the young folks will read. Do not stand before the school and say, "My pupils, I would not advise you to read 'Dandy Bill,' or 'Slim Jim the Burglar,' or 'Hostler Pete the Cut-throat,'" for fear of your advertising the circus, as some preachers do on Sunday.

Start a library, then, if no one has done so before you. In conclusion, I would urge upon the teachers one class of reading in particular. There are some here to-day in this large assembly who cannot remember the dark days of 1861. They were then unborn. This nation is their heritage. But there are some here to-day who do remember the dismal scenes of twenty-seven years ago, the time of morbid and disturbed public sentiment, the time when an unnatural and half-hearted allegiance was eating the flesh of the nation like a cancer. We are told that "at half-past four o'clock on the morning of April 12, 1861, the spectators saw a flash from a mortar in front of Fort Sumpter; a bomb-shell rose in a slow high curve and fell upon the fort." That was the beginning of a bloody struggle that continued till the spring of 1865; that cost thousands of millions of treasure; that destroyed millions of precious lives. Then came the order to ground arms. Peace came, and now holds her blessed sway. The men who survive the shock of battle, who saved this heritage from anarchy, will never forget those terrible times of suffering. But these survivors are rapidly melting into the past. The roll of the muffled drum and the firing of the gunsquad over their new made graves go on day by day. But a few days more and in the very course of nature that mighty army of loyal men will lie down together and rest in peace till another trumpet shall summon them. Fellow teachers, I would have every American child supplied with reading that will foster his love for the home-land, for those who died to give him liberty. Cultivate the spirit of loyalty to the Nation, in East and in West, in North and in South, so that there shall never again be any dark night of civil war, and the angel of peace shall wipe away all tears from the people's eyes.

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Although firmness and dignity are qualities essential to all successful discipline, the highest results can only be obtained where there is an exhibition of strong moral qualities.—*Supt. H. M. James.*

**"THE MIGHT OF GENTLENESS."**

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In a school in New York City, in which pupils were received who needed special training, on account of some personal peculiarities, there was a teacher from one of the best families, of remarkably prepossessing appearance. She had received a thorough education, and was fully competent, as far as scholarship and culture could make her, to fill a professorship in almost any institution of learning in the country. But with a Christian devotion she had given herself up to the most benevolent work of training a class of girls in this school, whose early education and culture had been sadly neglected. She had one peculiarity prominent above all her other good qualities—it was perfect self-control and self-possession. Kindness was the law of her being, and love the ruling principle of her life.

In her class was one girl who by some means was as nearly ungoverned and ungovernable as any human being could be, outside the penitentiary or insane asylum. She was, in every characteristic, the opposite of her teacher. During one week she seemed especially bad. Nothing pleased her, and by every means in her power she tried to vex, annoy and discourage those nearest to her. No severe punishment was inflicted, but seclusion, deprivation of privileges, and other like means, only served to intensify the badness of her nature. The worse she acted the kinder her teacher seemed to be. One day she seemed bent on her worst. At the close of her lesson, she was requested to remain after the rest had retired. For some minutes nothing was said. At last the question was asked, Why do you persist in acting so badly? Are you ill-treated? Who is your enemy? Tell me the whole truth. What is the matter with you? Are you happier in being bad than in trying to grow better? She was silent. For ten minutes nothing was said, but it was evident that her feelings were deeply aroused. At last she broke out with a passionate exclamation, "I am bad! I always have been bad, and I have made up my mind to be bad. I came into the class to-day with a determination to vex you, to make you angry, and to get you to punish me, but the more I tried, the kinder you seemed to be. I couldn't vex you, and I was mad because I couldn't. If you would only get mad at me and whip me, I should be happy. Why have you been so good to me? I don't understand it."

She went on this way for ten minutes, during which time the teacher said nothing. After another silence of some time, the teacher asked her, in a mild but decided tone of voice, one simple question, "Will you be a better girl?" Another silence of more than five minutes,

broken only by the passionate sobbing of the poor girl. At last she said, looking straight up into the face of her teacher through her tears, yet with calm determination that showed the resoluteness of an honest heart, "I will be a better girl."

From that day on she was a changed person. Although her passionate nature showed itself frequently, yet the strength of her will overmastered the lower impulses of her nature, and she became one of the strongest and best girls in the school. It is not necessary to say that her influence was great, and to-day, whenever she tells the story of her school-day life to a confidential friend, she says in tones full of deepest feeling and earnestness, "The love and forbearance of Miss S—— saved me."—*Ex.*

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## NATURAL METHOD OF TEACHING READING.

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BY MRS. R. S. POLLARD.

As the name "Synthetic System" has been frequently criticised, I shall hereafter call mine the "Natural Method," because through it pupils learn to read just as they learn to talk, by imitating sounds. The babe observes that the mother's lips are closed, then suddenly opened when she says "Mamma," and after a time its own meet and part in distinct utterance of her name. More difficult is its next effort, because the initial letter of the new word has no audible sound, it is merely a "puff," but baby looks and listens and soon lips and voice frame "Papa."

If this be the natural method for learning to talk, why is it not for learning to read? What better foundation can we have for the true pronunciation of words, than a thorough acquaintance with the sounds of the letters composing them? In my first experiments with beginners, when teaching them to mark and sound the vowels, and to indicate the blended sounds of consonants by the "tie," I did not realize the power this would give them, or how soon they would become independent readers. My own thought was to give them "business work;" to interest them and to keep their fingers employed.

So, when I arranged the letters in scales for singing, my idea was to afford a pleasing recreation. I, of course, desired to teach the sounds of the letters, but did not dream pupils would learn so rapidly.

I resolved this way. Such occupation will serve as a connecting link between the kindergarten and first primary grade. Pupils learn,

in the kindergarten, the use of their fingers. This not only amuses, it instructs them. Why not devise a method to blend their instruction and amusement as they advance in years? In many primary grades a year is devoted to object lessons and reading from charts. Why not try this new method and watch results? I said nothing to my pupils about learning to read. I was simply *preparing* them for this. Just as a teacher of music prepares his pupils, by teaching them the run of scales. In giving a pupil her first lesson, were the teacher to play over the tune and ask her to imitate it, I should question his judgment and insist that the notes, or separate sounds, be first learned. Reading, I think, should have a mathematical basis.

It is not usual to group objects together and ask the pupils to *guess* at the number, merely estimating the size of the group; but, rather, to take them separately, and count until you obtain the exact number.

Thus have I been led to believe that there should be a careful preparation for reading, the most important branch of the child's education, and that teachers should be thoroughly trained for this work.

Another thing I did not realize while making my first experiment. It was this: That the best spellers are made through the natural method. It cannot be otherwise.

The construction of the words becomes perfectly familiar through the marking, tying and sounding of the letters.

The leading rules for true pronunciation I have embodied in songs set to familiar airs, just as certain truths are taught in kindergarten rhymes.

Pupils taught by the natural method become critical at an early age. Teachers must, themselves, be careful to observe the rules of orthoepy. It is easy to teach pupils the sound of "a" when followed by sk or nce, but have a care how you pronounce such words afterward. Should you say ask or dance they will quickly detect error.

It is not best to advance beginners beyond the Second Reader by the end of their first school year, simply because the stories in the Third Readers may be beyond their comprehension. But supplemental reading may be used in connection with their daily lessons.

Last year, Miss Mary Roberts, of Des Moines, took her beginning class through seven books, all adapted to their comprehension. Two things I desired greatly while teaching children by this method. The first was some device to save teachers the labor of printing new lists of words daily upon the board. This led to the invention of a "Rotary Blackboard." Here, you see, hundreds of words may be formed, by rotating the outer ring, the only change necessary being that of the final consonants or of the vowels on the inner wheel. Hence, the

teacher has her "board drill" ready, and consumes no time in its preparation. The board may be made as attractive as a puzzle by permitting pupils to take turns in moving the "Wheel," each seeing how many words may be found by her or himself. This is an exercise of which they never tire. My hope is that this board may be substituted for charts in the primary grades. With occasional changes of the consonants and of vowels, orthoepy and orthography may be made so attractive that good readers and spellers will be the rule, not the exception.

My Supplement Primer is the first book that should be placed in the hands of the child. In it words are classified according to their sounds, and but one sound is presented at a time. It is laborious for the teachers and confusing to pupils to attempt to teach the "natural method" from lessons arranged without regard to the sound of the letters, and it is most difficult to teach the rules of orthoepy through the use of books, in which the diacritical marks are printed above the words composing the spelling and reading lessons. In this case, it is merely through imitation that the sounds of letters are learned.

In the natural method pupils learn the distinctive sounds of the vowels as they occur in the reading lessons, by observing the consonants that precede or follow these vowels, and the knowledge thus attained becomes invaluable to them in after years.

With this purpose in view, the lessons in the Supplemental Primer have been arranged. The rules for a (short) are first given, not *as a rule*, but as "reasons." Little six-year-old is taught to give "a" its short sound in two or three letter words, when they do not begin with w or end in r. The Rotary Board is placed before him and his attention called to "at." He counts and finds this to be a word of two letters, that it does not end in r, and so he gives the vowel sound with confidence. Now rotate the board and show him how many words of the "at" family may be made by one revolution. If you have a class of beginners, let them have slates and pencils ready, and ask them to make a mark every time you form a word. When the initial consonant does not form a word, "skip" that combination. For instance "lat." Tell pupils we must only count the words we understand. After forming all the words with "at," substitute p for t and say, "We must now make all the words we can of the 'ap' family." Continue this through all the three-letter words with "a" When pupils are thus made familiar with the rule, print words upon black-board and ask pupils to tell you how to mark the vowel sounds. Also permit them, in turn, to take the chalk and mark a certain number of words.

With this preparation they are ready for their Primer. Provide sharpened lead pencils; desire them to open their books. Let them sound and mark the first column in concert, placing the breve above each "a" as they sound. Let the marking and sounding be done under your supervision until they become thoroughly acquainted with the rule, after which they may work independently.

Before beginning the second page present the family of *nd*. Tell the pupils that words of three and four letters, with "a" ending in *nd*, have the vowel short. Present an *nd* in the inner wheel of the Rotary board, then desire them to count the words formed as you revolve the outer ring. Follow this with *ck*, *ng* and *nk* before you permit them to mark the second pages of their primers.

If your drill has been thorough, these pupils will know, henceforward, how to "sound" all words of similar endings, and through rapid sounding correct pronunciation will be attained.—*Educational News*.

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## SCHOOL "SENTIMENT."

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BY D. J. EVANS.

It would be of very great benefit to our schools and to the better class of teachers for parents to read educational literature, and to make themselves familiar with the principles of pedagogy. It would also help our teachers for such parents as give attention to intelligent supervision of their own children's education, to write occasionally their views on matters pertaining to school work.

As a parent, who devotes a great deal of his time to watching and directing the work of his children at school, I ask permission to call attention to one or two points in Supt. Corson's paper in the MONTHLY for April.

Superintendent Corson very properly calls attention to the necessity, for the success of school work, of regular and punctual attendance on the part of the pupils, for we parents too often under-rate the injury on the children that irregular attendance inflicts, and the inconvenience it causes to the classes, and it is well enough to have our attention called to this often.

But the sight of a school record, free from absent and tardy marks, is so charming to teachers, that it sometimes tempts them to forget the future welfare of a pupil in devising some effective means of obtaining punctual and regular attendance. One of the easiest avenues to the *will* of the child is through its *vanity*, and in almost every school we

may see teachers resorting to measures that appeal to the children's vanity, to prevail upon them to study, or to be punctual and regular in their attendance; thus we have prizes, head marks, &c., &c. But in my judgment, the school room is no place to encourage vanity, and I believe that it is a mark of incapacity in the teacher, or of a morbid sentiment in the school, if the pupils must be rewarded to do their best.

Not infrequently have I seen in a school a sentiment—a controlling sentiment—based on the vanity of the few most fortunate pupils. To be healthy, a sentiment must appeal to all the pupils' sense of rightness and duty, and I judge, but I may be wrong, that the sentiment regarding attendance, created in the Cambridge schools, stimulates the vanity of the children, rather than their legitimate pride.

It is too soon, of course, to come to any conclusion about the effect of such a sentiment on the future character of the children, but it is more likely that the pupils who are slaves to the sentiment of their schools will be the citizens that will follow the crowd.

Do I put it too strong when I say that making pupils at school bend to a "sentiment," without discriminating between conditions, is doing much toward training the future mob?

In my opinion, Superintendent Corson is at fault in making the pupils regard tardiness a disgrace. Tardiness is not necessarily disgraceful. Let me illustrate. My children, partly from necessity, and partly from my judging it for their good, are compelled to finish, every morning, a certain amount of work. Occasionally, it happens that I fail to rise early enough to give them time to finish their work and reach the school before the "tardy bell." Sometimes, also, one of the children is compelled to do extra work, on account of the sickness of one of the other children, or of myself or their mother. Believing that the school is for the children and not the children for the school, I keep the children at home until the work is finished. But I spare no pains to give them time to prepare their lessons fully. While many of my neighbors are able to employ help so that their boys and girls are not detained at home by any tasks, in all schools there are families situated as I have illustrated them. Now, it seems to me unjust to permit the fortunate pupils to regard the situation of the others a disgrace.

I admit that there may be cases of tardiness and absence, from the indifference of the parents or from the truancy of the pupils. But it is not the absence or tardiness that is the disgrace, but the indifference and truancy. I presume that the "two bad boys" mentioned by Mr.

Corson had been truant. If so, their *truancy* ought to have been stigmatized and not their *tardiness*.

But if these boys had been tardy for some circumstances at home, I should prefer to see my children, like them, courageously indifferent to the reproach of their schoolmates, to seeing them cringe before a morbid sentiment.

I realize the importance to the pupils, both as individuals and as a school, and appreciate the pleasure afforded the teachers to have *every* pupil present on *time, every* day ; yet we must remember that what is pleasant to the teacher and convenient to the school may *not* be conducive to the true moral training of the individual pupil.

Among the faults to which Europeans have called our attention, is our slavishness to "the fashion." Public opinion is autocrat, and we all know that public opinion, as a rule, is formed on very superficial knowledge of the case.

In my opinion, our children need, as training for future citizenship, nothing more than training in independence, both in action and, especially, in forming their opinions. As it is now, only "cranks" and those who have lost their self-respect are ready to brave public opinion. I do not mean to say that "cranks" are at all erratic, but it is the fashion to follow and to bow to public opinion in everything, even in our most sacred obligations and duties, so that those who will dare to do otherwise are branded as "cranks" by the rest.

As parent, I should like to see teachers giving more careful attention to their motives in creating sentiment in their schools and to spare no pains to impress on the minds of their pupils that no sentiments should prevail except such as clearly rest on rightness and duty.

It is pretty well determined that the lower in civilization a people is, the more submissive is it to public opinion, and the more helpless is the individual in the face of the sentiment of the crowd, and our schools should certainly aim to lift us above savagery as high as possible.

I should not have called attention to the paper of Sup't. Corson, if I had not known that many teachers are too ready to take advantage of the pupils' vanity to promote their own convenience and to overlook or disregard the future welfare of the individual pupil for the sake of a school record that makes a good showing.

*Ohio University.*

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## THE LAW OF MENTAL EXERCISE.

BY B. A. HINSDALE.

It is a common-place remark that a man's faculties are strengthened by use and weakened by disuse. To change the form of statement, they grow when they are fed and nourished, and decay when they are not fed and nourished. This is true of the body and the mind alike; true of a group of faculties or of a single faculty as well as of all the faculties, and it is commonly in that way that the law of exercise or nutrition manifests itself. Moreover, every faculty demands appropriate aliment; what nourishes one will not always nourish another. Accordingly, one part of man's nature may grow while another withers, and one part may be fed and strengthened at the expense of another. Within limits, the development of the body may be due to the non-development of the mind, and *vice versa*; while the intellectual power may wax, and the emotional power wane, *pari passu*.

Charles Darwin wrote in his autobiography (See "Life and Letters," I., 281), that in his earlier life he was led, although the religious sentiment was never strongly developed in him, "to the firm conviction of the existence of God, and of the immortality of the soul." "In my journal I wrote that whilst standing in the midst of the grandeur of a Brazilian forest, 'It is not possible to give an adequate idea of the higher feelings of wonder, admiration and devotion which fill and elevate the mind. I well remember my conviction that there is more in man than the mere breath of his body. But now,'" he continues, writing in 1876, "the grandest scenes would not cause any such convictions and feelings to rise in my mind. It may be truly said that I am like a man who had become color-blind, and the universal belief by men of the existence of redness makes my present loss of perception of not the least value in evidence." There can be little question that this decay of religious sentiment was due to the disuse of the religious nature, or what is the same thing, the disproportionate development of the scientific mind.

Mr. Darwin also gives, in his perfectly frank and sincere way, an account of a similar process that went on simultaneously in another part, though a related part of his being. Up to the age of thirty or more, poetry of many kinds gave him great pleasure, and even as a school-boy he read Shakespeare with intense delight. Pictures gave him considerable, and music great pleasure. "But now for many years," he says, writing in 1881, "I cannot endure to read a line of poetry; I have tried lately to read Shakespeare, and found it so in-

tolerably dull that it nauseated me. I have also lost my taste for pictures or music. Music generally sets me thinking too energetically on what I have been at work on, instead of giving me pleasure." He thought "this curious and lamentable loss of the higher æsthetic tastes" "odd," and in a passage that really suggests the answer to the question, declares his inability to understand it. "My mind seems to have become a kind of a machine for grinding general laws out of a large collection of facts, but why this should have caused the atrophy of that part of the brain alone, on which the higher tastes depend, I cannot conceive. A man with a mind more highly organized or better constituted than mine, would not, I suppose, have thus suffered; and if I had to live my life again, I would have made a rule to read some poetry and listen to some music at least once every week; for perhaps the parts of my brain now atrophied would thus have been kept active through use. The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character, by enfeebling the emotional part of our nature." (I., 81, 82).

Mr. Darwin uses the right word; part of his brain had become "atrophied;" but he is mistaken in supposing that was true of one part only: his religious talent, as well as his æsthetic talent had been taken from him because disused. He had been over-devoted to "grinding general laws out of a large collection of facts."

The bit of simple philosophy now presented, with the illustration, is of the profoundest importance to all thinking men; and to none more important than to students engaged in the ardent and successful pursuit of general or professional studies.

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## CRITICISMS WORTH CONSIDERING.

BY H. L. PECK.

Woods Hutchinson, in an article in the *North American Review* on "The Physical Basis of Brain Work," says:

"Our common school pupils are crammed and forced and gorged with intellectual pabulum from six to eight hours a day, while they are at best simply advised, and often only permitted, to spend from one to three hours a day in the open air, too often in such an exhausted condition as to be incapable of really vigorous play; and this indisposition is too often increased by repeated feminine admonitions not to waste too much time in play or to indulge in energetically vigorous sport, because they are so 'rough and horrid' and spoil their nice

clothes. A host of instructors, consisting almost exclusively of weak and nervous females, is busily engaged in impressing upon the rising generation that intellectual greatness is the only thing worth striving for, and that physical prowess is worthy only of navvies and pugilists, as the means of its development are so 'ungentlemanly' and 'unlady-like.' Being almost wholly under petticoat government, not only in the school, but alas! too often in the home, at a time when his ideals for life are being formed, a boy is almost compelled to form his conceptions of manly vigor from pugilists and professional sports, while the mischief is intensified in both sexes from the pernicious and premature sexual development which inevitably results from our boasted system of co-education. If our school children of to-day were to spend four hours out of the eight in vigorous, pleasant out-door exercise, they would accomplish more in the remaining four hours than they do now in the entire eight, and with infinitely less strain upon their vital forces. This may seem a startling proposition, but it has been more than proved, not only by the experience of our university and college students, but also by the experiments of Mr. Chadwick, among the factory children of England, on what is known as the 'half time system,' by which the children were given four hours, not of vigorous recreation in the open air, but of regular work in the factory, and then four hours of study, with the surprising result that they made better progress, with less effort, than those who studied the whole eight hours.

The best brain workers of to-day in England, and on the continent, spend only three or four hours per diem at the desk or in the laboratory. In view of these facts, it seems to me the following modifications in our present common school system of education would be at least desirable: 1st. That a playground for summer and a well-equipped gymnasium for winter should become indispensable adjuncts of every graded school building. 2nd. That for every hour of study the pupil should be expected, and, if necessary, obliged to spend an equal time in vigorous physical exercise, if possible, in the open air, for proficiency in which credit should be given him in his final average. 3d. That a thorough knowledge of the laws of health and the physiology of exercise should be required of every teacher. 4th. That at least half of the teachers should be men and be selected with a view to not only their mental and moral, but also their physical fitness, to become the ideals of the rising generation."

The majority of teachers and thoughtful friends of education will yield a ready assent to many of Mr. Hutchinson's propositions. The narrow policy, or the necessity, whichever it may be, that limits the alleged play-grounds of most graded school buildings to a tiny yard or to the street, is greatly to be lamented, both from the lack of suitable facilities for necessary physical recreation, and from the increased difficulties in government and discipline growing out of such conditions. An ample play-ground as an adjunct of a public school building is rarely found. As a result, hundreds of children spend the short time

allotted to play in lounging in the school room, and, at the close of the recess, return to their studies unrefreshed by the vigorous out-door exercise which a child in a normal state of health would naturally seek, and which is necessary to satisfactory progress in intellectual development.

Many boards of education look upon the teacher's work in about the light in which they do that of a man chopping cord-wood—so many hours, so many dollars—and in their zeal to serve their constituents and make teachers earn their money, compel primary teachers to put in the full six hours daily, regardless of the health of the children. If teacher or superintendent suggests that primary pupils ought not to be confined in school so many hours, laziness, a desire to "shirk," desire to get unearned money, &c., are insinuated. A more enlightened public sentiment, a more intelligent appreciation of the teacher's work, a more perfect knowledge of child-life and a better educated conscience will ultimately work great change in this matter, and children six to ten years old will do fewer hours of school-room work.

It has long been the opinion of the best thinkers among educators, that the great predominance of women teachers in the public schools, is detrimental to the best interests of the children taught therein, and this opinion is held without any intent to disparage the services or the efficiency of women teachers. In no other country is the number of women in the schools so largely in excess of the number of men as in ours. It is not uncommon in Germany for a man to be in charge of a primary or first year class—and the best and most experienced teachers are employed in that grade. Mr. Hutchinson's article is also a suggestion in the direction of establishing some form of manual training in connection with intellectual training. Whether this can be best accomplished by making it an adjunct of the public school is an unsolved problem, in spite of the very emphatic assertions to the contrary, of some sanguine friends of manual training. It is pretty clear, however, that the next few years will see some important modifications of our public school system.

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## THE EDUCATION OF THE EMOTIONS.

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From an article on this subject in *The Fortnightly Review* we extract so much as bears upon the work of parents and teachers.

In approaching the subject of the Education of the Emotions, we must carry with us the important fact that no means are so efficacious in promoting good ones as the employment of the great agency of Contagion; and further, that this contagion works only by exhibiting

the genuine emotion to the person we desire to influence. Only by being brave can we inspire courage. Only by reverencing holy things can we communicate veneration. Only by being tender and loving can we move other hearts to pity and affection.

Let us glance over the variety of circumstances wherein great good might be effected by systematic attention to the natural laws of the development of the emotions. We may begin by considering those connected with the education of the young.

In the first place, parents duly impressed with the importance of the subject would carefully suppress, or at least conceal, such of their own emotions as they would regret to see caught up by their children. At present numberless sufficiently conscientious fathers and mothers, who would be horrified at the suggestion of placing books teaching bad lessons in the hands of their sons and daughters, yet carelessly allow them to witness (and of course to receive the contagion of) all manner of angry, envious, cowardly, and scornful emotions, just as they chance to be called out in themselves. It would be to revolutionize many homes to induce parents to revise their own sentiments, with a view to deciding which they should communicate to their children. In one way in particular the result of such self-questioning might be startling. Every good father desires his son to respect his mother, and would be sorry to teach him only the half of the Fifth Commandment—in words. Yet how do scores of such well-meaning men set about conveying the sentiment of reverence which they recognize will be invaluable to their sons? They treat those same mothers, in the presence of those same sons, with such rudeness, dismiss their opinions with such levity, and, perhaps, exhibit such actual contempt for their wishes, that it is not in nature but that the boy will receive a lesson of disrespect. His father's feelings, backed up as they are by the disabilities under which the Constitution places women, can scarcely fail to impress the young mind with that contempt for women in general, and for his mother in particular, which is precisely the reverse of chivalry and filial piety.

Almost as important as the contagion of parental emotion is that of the sentiments of Teachers; yet on this subject nobody seems to think it needful even to institute inquiries. So far as I can learn, the sole question asked nowadays when a Professor is to be appointed to a Chair at the Universities is, "Whether he be the man among the candidates who knows most (or rather who *has the reputation* of knowing most) of the subject which he proposes to teach?" This point being ascertained, and nothing serious alleged against his moral conduct, the fortunate gentleman receives his appointment as a matter of course.

Even electors, who personally detest the notorious opinions of the Professor on religion or politics, acquiesce cheerfully in the choice; apparently satisfied that he will carve out to his students the particular pound of knowledge he is bound to give them, and not a drop of blood besides. The same principle, I presume (I have little information on the subject), prevails in schools generally, as it does in private education. A professor or governess is engaged to instruct boys or girls, let us say in Latin, History, or Physiology, and it is assumed that he or she will act precisely like a teaching machine for that particular subject, and never step beyond its borders. A little common sense would dissipate this idle presumption;—supposing it to be really entertained, and that the mania for cramming sheer knowledge down the throats of the young does not make their elders wilfully disregarding of the moral poison which may filter along with it. Every human being, as I have said, exercises some influence over the emotions of his neighbor, but that of a teacher, especially if he be a brilliant one, over his students often amounts to a contagion of enthusiasm throughout the class. His admirations are adored, the objects of his sneers despised, and every opinion he enunciates is an oracle. And it is these professors and teachers, forsooth, whose opinion on ethics, theology, and politics it is not thought worth while to ascertain before installing them in their Chairs to become the guides of the young men and women who are the hope of the nation!

It does not require any direct, or even indirect, inculcation of *opinion* on the teacher's part to do mischief. It is the contagion of his emotions which is to be feared, if those emotions be base or bad. Let him teach History and betray his enthusiasm for selfish and sanguinary conquerors, or justify assassins and anarchists, or jest—Gibbon fashion—at martyrs and heroes; will he not communicate those base sentiments to his young audience? Or let him teach Science, and convey to every student's mind that deification of mere knowledge, that insolent sense of superiority in the possession of it, that remorseless determination to pursue it regardless of every moral restraint, which is too often the "note" of modern scientism;—will the instruction he affords to his students' brains counterbalance the harm he will do to their hearts? And, on the other hand, what a splendid vantage-ground for the dissemination not merely of knowledge, but of elevated feelings, is that of a teacher! Merely in teaching a dead or modern language, a fine-natured man communicates his own glowing feelings respecting the masterpieces of national literature which it is his duty to expound.

The last point we need notice as regards the contagion of emotions

among the young is the subject of Companions. Here again, as in the case of respect for mothers, there is great unanimity in theory. Every one admits that bad companions are ruinous for boys or girls. But when it comes to taking precautions against the herding of innocent and well-nurtured children with others who have been familiar with vice, I see little trace of the anxious care and discrimination which ought to prevail. Nay, in the case of the children of the poor, it seems to me the law is often wickedly applied to compel good parents to send them, against their own will and convictions, to sit beside companions who have come straight to school out of slums of filth, moral and physical. I have known Americans argue that it is right for children of all classes to associate together, so that the well-trained may communicate good ideas to the ill-trained. The reasoning appears to be on a par with a proposal to send healthy people to sleep in a cholera hospital. But while we allow ourselves to be terrified beyond bounds by alarms about the infection of bodily disease, we take hardly any precautions against the more dreadful, and quite as real, infection of moral corruption.

The general sentiments of boys and youths in the great public schools and colleges of England—thanks to the high-minded Masters who have been at their head—is, on the whole, good and honorable. It may be taken for granted that a boy from Harrow, Eton, Rugby, Winchester, Westminster, or Uppingham, and *a fortiori*, a man from Oxford or Cambridge, will despise lying and cowardice and admire fair play and justice. How grand a foundation for national character has thus been laid! What a debt do we owe alike to the Masters and the Tom Browns who have communicated the contagion of such noble emotions! In Continental *lycees* and academies public opinion among the boys is, by all accounts, woefully inferior to that which is current in our great schools. There has never been an Arnold in a French Rugby.

As regards girls, their doubly emotional natures make it a matter of moral life and death that their companions (of whose emotions they are perfectly certain to experience the contagion) should be pure and honorable minded. It is most encouraging to every woman who reads Mrs. Pfeiffer's masterly new book, *Women and Work*, to see the rising generation of girls displaying such splendid abilities and zeal for instruction, and—as Mrs. Pfeiffer amply proves—without paying for it in loss of bodily vigor. Fain would I see the "blessed Damozels," who are still standing behind the golden bars of noble homes, all flocking to the new colleges for women, as their brothers do to Christchurch and Trinity, there to imbibe parallel sentiments of truthfulness and *pluck*, more precious than Greek, Latin, or Mathematics.

## NOTES AND QUERIES.

FOR W. B. E., OF COLUMBUS, OHIO.

BRAT is a good word and means something. It means the boy or girl that I and you are bound to nourish. As for me, my babies are my brats and I am trying to take exceedingly good care of them.

If any one uses the word 'brat' in contempt, "*Honi soit qui mal y pense.*"

I read our Margaret's articles carefully always and am thankful that we have her at command. It goes without saying that she and I are bending over the same plow, and are striving to widen our educational furrow.

With this said and done, what under the heavens does W. B. E. mean by PRIMARY CHILDREN? What sort of children are *Primary Children*? If the children in her class be primary children, there must have been a class of ante-primary children; and there must follow secondary children, and tertiary, and quaternary, &c., generations, like those that Banquo saw, to the crack of doom!

I had rather see a "brat" than a "primary" child.

Cathay, Ohio.

With respect,

A. CATONIS.

## DID INDEPENDENCE BELL RING?

In regard to Q. 3, p. 79, does Willis Stall (See May No., p. 224), wish us to understand that Independence Bell was not rung at all at the signing of the Declaration? And if so, must we teach our pupils that the pleasing story of the old bell-man and the blue-eyed boy is fictitious? Either Willis Stall or some—I will say all that I have read—of our historians are mistaken. Which is it?

Hollowtown, Ohio.

J. W. CAMPBELL.

## QUERIES ANSWERED.

Q. 1, p. 225.—The term Colonial is generally applied to the assembly of Colonial delegates, which met at New York, Oct. 7, 1765. In like manner, Continental is applied to the bodies that met at Philadelphia in 1774 and 1775. In the former, but *nine* of the Colonies were represented; in the latter, there were present, eventually, delegates from *all* the English Colonies on the *Continent*, hence, perhaps, the broader term.

L. R. K.

A Colonial Congress was a meeting of delegates from as many of the Colonies as would help to resist certain laws passed by Parliament.

"Continental" had the same meaning that "American" now has. It meant *general*, belonging to the whole continent, and not to part of the colonies.

Hence, a Continental Congress was one in which the whole country was interested.

See Johnston's U. S. History, Sections 169-179. J. W. C.

In American History, there will be found one Colonial Congress and two Continental Congresses. The Colonial Congress was *composed of committees* appointed from the various Colonial Assemblies, and *did not exercise legislative power*. The Continental Congress, on the other hand, was *composed of delegates* elected from the various Colonies, and *did exercise legislative power* in many important acts.

*Upper Sandusky, Ohio.*

RICHARD F. BEAUSAY.

Q. 2, p. 225.—The day of the week upon which any given date falls may be found as follows: Set down the year given, less 1, divide it by 4, disregarding the remainder, if any, and add the quotient to the dividend; add, also, the number of days from January 1st to given date. Divide the sum by 7 and if 0 remains, Sunday is the day, if 1 remains, Monday is the day, etc. Example: July 5th 1810 was what day of the week?

1810—1=1809	Jan. 31 days.
1809÷4= 452	Feb. 28 "
186	Mch. 31 "
—	Apr. 30 "
7)2447	May 31 "
—	June 30 "
349—4.	July 5 "

Thursday is the day of the week.

186.

K. W.

L. R. K. says a good rule may be found in Olney's Practical Arithmetic, p. 184. Richard F. Beausay refers to the OHIO EDUCATIONAL MONTHLY for 1885, p. 549, where W. H. Gregg gives a rule similar to that given above.—Ed.

Q. 3, p. 225.—The "Isle of France," better known as Mauritius, is in the Indian Ocean, 20° 15' S. L., 57° 31' E. of Greenwich.

T. W. MADDOX.

It is but another name for Mauritius, situated in the Indian Ocean, east of Madagascar.

L. R. K.

Q. 4, p. 225.—It is not wise, under any circumstances, for a teacher to resort to the use of a "key" in arithmetic or grammar. If the teacher is unable to solve all the problems, or analyze all the sentences, that occur in his school work, he should quit teaching and go to school himself. Keys may not be utterly useless, but their value is almost of the infinitesimal order. If a pupil of mine should bring a key to school, I would buy it from him and kindle the fire with it.

A. B. CARMAN.

I do not think it is. A teacher is too apt to lose dependence on himself.

L. E. CLINKER.

It is wise for a teacher to resort to a "key," or anything else of the kind, if by so doing, he improve his knowledge of methods and his accuracy and exactness. But for a teacher to use a 'key' in *any* subject, to save him the labor and trouble of thinking for himself, is simply execrable.

L. R. K.

Q. 5, p. 225.—The use of proportion was formerly so great that it was called "The Golden Rule."

JOHN T. OMLOR.

The "Golden Rule" in Arithmetic is the rule for proportion, so called from the universality of its application.

T. W. M.

To the same effect J. W. JONES and L. R. K.—Ed.

Q. 6, p. 225.—The payments are as \$1, \$1.06, \$1.1236, \$1.191016, \$1.262477, making \$5.637093. The compound amount of \$5,000 for 5 years at 6 per cent=\$6,691.128.  $\$6,691.128 \div \$5,637.093 = \$1,186.98$ .

This problem is like Banquo's ghost, it will come up occasionally.

T. W. JONES.

Same results by different methods, by A. B. Carman, P. F. Kelley and J. W. CAMPBELL.

Q. 7, p. 225.— $150 \times 60 = 9,000$ , no. cubic feet of air in the room;  $9,000 \div 18 = 500$ , no. square feet of floor;  $500 \div 60 = 8\frac{1}{3}$ , no. square ft. of floor to each pupil.

L. R. K.

Credit also to J. W. JONES, J. W. CAMPBELL and A. B. CARMAN.

Q. 8, p. 225.—Many algebraic expressions are very awkward, when reduced to words. We understand them most readily when they are given in symbols. We read the expressions thus: "the r-plus-oneth term;" "the n-plus-three-divided-by-twoth part;" "the p-divided-by-q plus 1 divided-by-hth part of a dollar." The final expression in the query is ambiguous. Either "and" should be +, or "part" should be parts. If the second construction be proper, the expression will be read thus: "the p-divided-by-qth-and 1-divided-by-hth parts of a dollar." The inflection of the voice has much to do with correct expression in such cases.

A. B. CARMAN.

Q. 9, p. 225.—They do. By the ellipsis of the verb. "Away up, get ye out!" See Patterson's Advanced Grammar, Art. 614.4.

Q. 10, p. 225.—"Proof" is an attribute compliment because it completes the sense of the copula "is" and belongs to the subject. It can just as well be called the predicate noun.

Berea, Ohio.

WILL WEYGANDT.

*Proof* expresses a condition of the heart, hence an adjective, not compared, and is the predicate of the proposition. [?] J. W. C.

Q. 11, p. 225.—“Not” is an adv. and modifies “could mourn.”  
 “But” is an adv. and modifies “mourn.” “But” is an adj. and modifies “little.” T. W. M.

“But,” in the second sentence is an adjective, equivalent to only, and modifies the noun “little” W. W.

Several other answers received, of about the same import as the above. These constructions would bear further consideration.—Ed.

Q. 12, p. 225.—The answers received do not seem to meet the point.—Ed.

#### QUERIES.

1. What can be done to keep younger pupils quiet and engaged in work? W. A. W.

Another Banquo's Ghost.—Ed.

2. What is the center of population in the United States, and how is it ascertained? J. V.

3. In Lincoln's Emancipation Proclamation, of Jan. 1, 1863, certain parishes in Louisiana and counties in Virginia were “left precisely as if this proclamation were never issued.”

When and how were the slaves in these sections liberated?

W. H. J.

4. Since the northern limit of the sun's position is marked by the Tropic of Cancer, how can you account for the fact that the sun shines upon the north side of the house, in this latitude, in the summer?

5.  $\frac{2}{3}$  of the selling price of my house is \$15 more than  $\frac{5}{8}$  of the cost price. If my whole loss is \$24, what did the house cost?

E. M. H.

6. A man has a triangular field, the sides of which are 20, 30 and 40 rods respectively. He plows a strip around the field one rod in width. Find area of the strip ploughed? G. S. F.

7. I had a 60 day note discounted at one per cent per month, and paid \$4.80 more than true interest. What was the face of the note?

W. P. B.

8. A boy found a knife and sold it for 50 cents. What percent did he gain? J. W. C.

9. The wind came in at every crack. Dispose of “in” and “at” W. A. W.

10. Give the case of “me” in the sentence, “Me is a subjective element.” T. W. M.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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### MEETING OF THE OHIO TEACHERS' ASSOCIATION.

All necessary arrangements for the Sandusky meeting are well under way and all the indications point to a grand meeting. The program is now in the printer's hands and will be distributed in a few days. The sessions are to be held in the Opera House. The citizens of Sandusky have held meetings and appointed committees on reception, on entertainment, on finance, on excursions, and on music, and promise a very hearty welcome to all who attend. They also propose to issue special circulars, to be mailed to superintendents and teachers all over the State, giving information concerning the advantages and accommodations which Sandusky offers to all who would attend the annual gathering of educators.

The best hotel accommodations are offered at \$1.50 to \$2.00 a day. Boarding houses will entertain at \$1.00 a day, or \$5.00 a week. A. A. Bartow, of Sandusky, is chairman of the entertainment committee, to whom inquiries may be addressed.

The rail-road rates are the same as last year. Each person must purchase a full-fare ticket to Sandusky, and at the same time receive from the ticket agent a certificate of such purchase. This certificate, countersigned by the Secretary of the Association, will entitle the holder to a return ticket at one-third fare. Fuller information will be found on the programs soon to be distributed.

It is doubtful whether, in all the history of the Association, a better program was ever carried out than that provided for this meeting. There will undoubtedly be a large attendance and a pleasant and profitable time, every way worthy of a State one hundred years old.

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### SCHOOL LEGISLATION AFFECTING TEACHERS.

In answer to inquiries from Commissioner Tappan concerning the effect of recent school legislation, Attorney General Watson has rendered some opinions which might be of interest to teachers, were they clearly intelligible. They relate to the examination of teachers. He states explicitly that the act concerning the nature and effects of alcoholic drinks and narcotics "does not make an examination as to the nature of alcoholic drinks and narcotics and their effects upon the human system a prerequisite to teaching after January 1st, 1890, but makes it such a prerequisite to issuing a certificate to teachers

after that time. That is to say, persons who hold certificates to teach on the first day of January, 1890, will not be required to pass the examination required in this section; but those who do not hold such certificates at the above date will be required to pass such an examination." But concerning the act requiring the examination of teachers in physiology and hygiene, he is not so clear. He seems to hold that four-year and ten-year certificates will be valid for the time they have to run; but the statute states expressly that after January 1, 1889, no person shall be employed as a teacher in any common school who has not obtained a certificate that he is qualified to teach physiology and hygiene. In what sense can four-year and ten-year certificates that do not include physiology and hygiene be valid after January 1, 1889? We wish the Attorney General had been a little more clear and full in the statement of some of his opinions.

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#### FROM THE SIERRAS.

Reno, Nevada, April 30th, 1888.

Dear Mr. Findley:—This has been my busiest year, or I should have written to you weeks ago. Please to say in your MONTHLY that this coast is sparing no pains to make the coming session of the National Educational Association a brilliant success, and that it will pay teachers to come to San Francisco next July. The Ohio people here have established headquarters at the Baldwin hotel, rooms 26, 27 and 28, where they will be happy to welcome all their friends by day or night. On Wednesday evening, July 18th, we propose to have an hour's re-union, with Commissioner Tappan, if he is present, in the chair. Don't forget the re-union.

Nevada is prospering in all good ways. Her mines, cattle on a thousand mountains, and her multiplying farms, are all productive of wealth to her people. I hope every Buckeye, who comes this way next July may stop off a couple of days at Reno to see our town, and to take a look at Carson city, Comstock mines, the Sutro tunnel and Lake Tahoe. Nothing west of the Rocky mountains is more worth seeing.

My own work here is prospering. The outlook for the University of Nevada is excellent. We get \$15,000 this year from "Uncle Sam" for our Agricultural Experiment Station, and our endowment fund from the sale of University lands is increasing. My family are blessed with perfect health. Notwithstanding all this, I often turn with longing for a look at the Ohio hills and plains and feel home-sick, almost, to see dear friends in my native State. But the schoolmaster, like the sacred teacher, must go where he is called, and I am content and happy in my Sierra home.

Faithfully Yours,

LEROY D. BROWN.

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A unique public school exhibition was given in Philadelphia the second week of May. Horticultural Hall, a building having a capacity of 10,000 persons, was fitted up for the purpose, and a complete exposition of Industrial training, as a part of the public school system of Philadelphia, was given. Every department of the work, from the kindergarten to the high schools, both boys and girls, was exhibited. Girls sewed and cooked, boys hammered, nailed, forged, carved and moulded, the kindergartners performed their

childish tasks and plays, and, in brief, all that is done in the way of Industrial training in the schools, was done in Horticultural hall, in the presence of the public. Tens of thousands of people visited the exposition. Large numbers of college professors, superintendents and friends of educational progress, were interested observers. In conversation with a newspaper reporter, Supt. McAlister said that the exposition was a surprise to the public and even to the members of the board. Speaking of the growth of the industrial feature of the schools, he said: "The important features of the method are the sewing, cooking, kindergarten and manual training departments. The sewing classes started in three years ago with six teachers and about 3,000 pupils. To-day we have thirty-two teachers and 30,000 pupils, of whom at least 70 percent did not know how to hold a needle when they began to receive instruction. Their improvement, as shown in the work exhibited, speaks for itself. The manual training school began with 100 boys, on an appropriation of \$7,500. We now have 300 pupils, and 200 more will be clamoring for admission next month. We can not accomodate them, and another building will be necessary. The cooking class numbers 300, and instruction is confined to the third-year class at the Girls' Normal School."

The exposition was a remarkable one, and no doubt the industrial departments of the Philadelphia Schools successfully and thoroughly teach what they undertake to teach; but this does not indisputably establish the fact that the public schools are the place in which to impart this sort of instruction.

P.

### MELANCHOLY DAYS.

"The melancholy days have come,  
The saddest of the year,"  
With teachers asking everywhere,  
"Shall I be wanted here?"

Many of you have been "put out of your misery" before this page meets your eye—put out of your misery, either by a gracious, grudging, or generous affirmative to your humble petition for "leave to toil," or by the eager edge of the official ax, which, with neatness and dispatch, has dropped your official head into the capacious basket, to which so very, very many other worthy heads have preceded yours, thus leaving desirable vacancies for the sisters, or the cousins, or the aunts of—some one. Others will still be waiting in fear and in doubt, and often in torture, for a position is a thing one is not sure of till one has it. Yes, they *are* melancholy days for that loving daughter who has toiled so faithfully to furnish food for an aged mother, but who must now give way to a more worthy and efficient successor? Well, perhaps. They are melancholy days to the orphan girl whose frame has been robbed of its elasticity, and whose cheeks have lost their bloom, in the work and the worry of trying to accomplish what would tax two strong persons, but whom the committee quietly ignores. They are melancholy days to scores who feel that they have earned the honor of an invitation to remain—an *invitation*, not a surly affirmative to a petition, but who fear or expect a dismissal. To every member of its large family of teachers—those who have been decapitated, those who have been granted another twelve months lease of life, and those who are still in

suspense—the MONTHLY sends greeting: sympathy for the slain, congratulations to the retained, and words of encouragement and cheer for those whose already over-wrought nerves are quivering under this cruel strain, added to the sufficiently burdensome labors of the closing weeks of the year. These things ought not so to be, but so they are and so they are likely to continue. The thought of a more secure tenure of office for the teacher is pleasant, very pleasant, but it is merely a pleasant dream. Two things are very sweet to the majority of weak humanity: the consciousness of a popularity that materializes in elevating the possessor to office (no matter how petty), through the suffrage of the sovereign voter, and the possession of power. So long as human nature remains what it is with reference to these two elements of character, and universal suffrage prevails, you will be subject to these attacks of "Spring fever." We may say it is cruel, unjust, and unnecessary, and perhaps be right in saying so, but that will not alter the facts. So perhaps, we had best search the psychological *materi medica* for a remedy for febrile mental disorders. Try this formula:

R Fortitudinis, dr. iij  
 Probitatis, dr. v  
 Patientiae, quantum sufficit.

M. S. Use *ad libitum*.

N. B. The usual directions, "when taken to be well shaken," are not to be understood as applying to that bad boy. This is a time in the year when many mistakes are made. Be discreet. \*

#### STATE CERTIFICATES.

The State Board of Examiners issues the following circular of information to persons desiring to become applicants for a State Certificate:

The Board will hold two meetings for examination during the year 1888. The first will be held in Sandusky, Ohio, on Friday, June 29th, in the High School Building, beginning at 8:00 A. M. The second will be held in Columbus, Ohio, on Wednesday, December 26th, in the High School Building, beginning at 8:30 A. M.

Under the law, as recently amended, the Board can issue none but Life Certificates. For the present, the Board will issue but *two* grades of certificates, viz: Common School and High School.

Applicants for a Common School Certificate will be examined in Orthography, Reading, Writing, Arithmetic, Elementary Algebra, Geography, English Grammar and Composition, History of the United States, General History, History of English Literature, Physiology and Hygiene, Elementary Physics, Theory and Practice of Teaching, and such other branches, if any, as they may elect.

Applicants for a High School Certificate, in addition to the above named branches, will be examined in Algebra, Geometry, Physics, English and American Literature, Rhetoric, Civil Government, Psychology and its applications to teaching, and two branches selected from the following: Chemistry, Botany, Zoology, Geology, Astronomy, Trigonometry and its applications, Logic, Latin, Greek, German, and such other branches as may be accepted by the Board as equivalents.

Applicants for a certificate of either grade must file with the Clerk of the Board, at least thirty days before the date of examination, satisfactory testimonials that they have had at least fifty months' successful experience in teaching. These testimonials should be from educators well known to the Board, or from other competent judges of school work.

The holder of a Ten-Year Certificate from the State Board may receive a Life Certificate of either grade, by passing examination in all the additional branches, as above stated, and furnishing satisfactory evidence of continued success in teaching.

Eminent attainments in any particular line of study will receive due consideration in determining an applicant's qualifications.

As an essential condition of granting a certificate of either grade, the Board will require evidence that the applicant has had marked success as a teacher, and has a good knowledge of the science and art of teaching.

Each applicant for a certificate shall pay to the Board of Examiners a fee of five dollars; and the Clerk of the Board shall pay to the State Treasurer all fees received.

Address all inquiries to the Clerk of the Board.

Hamilton, Ohio.

ALSTON ELLIS.

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#### A LETTER.

Mansfield, Ohio, May 15, 1888.

DEAR FRIENDS:—It is said that every author has his own public, made up of individual readers, to whom he speaks as if he knew that he were addressing a need of mind or heart. I lay no claim to belonging to the "glorious company of authors," yet I know that I have my readers among the subscribers to the MONTHLY, to whom I speak as friend to friend, and who forgive any of the personality which comes into what I write because they know I earnestly believe that it is what comes from one's own thoughtful experience that is most helpful to others.

This seems to me a time of the year when one thinks seriously of a good many different things, all bearing, however, on the close of the year's work; and that I may speak of several of these, I have not taken any formal subject, but shall address a letter to my friends.

Naturally, high school teachers and superintendents in our smaller cities are thinking somewhat of Commencement. My own graduating pupils have handed in their essays and orations, have had them corrected and returned, and are about beginning their rehearsals. Now, what of these compositions? In the first place, I was delighted with their honesty. Out of my twenty-two pupils, I do not think one had unfair help. I have had them under my special care for three years, and have been their composition teacher for two, so that I know their own work. I told them how pleased I was that they had all been honorable, and they saw how earnestly I felt all I uttered. Their essays, as a rule, are no better than those that had been handed in as their regular exercise about four weeks before. Some are not so good. This, I think, is owing to the fact that the effort to have something particularly good destroys something of their naturalness. I feel convinced that for each exercise written within the year the pupils had done their best, and that they, consequently, could not write much better for commencement. Some of the subjects given

before had been better adapted to certain pupils. Therefore, had I my own way in the future, I should select the essays, for this public occasion, from those written during the senior year.

The drill in delivery has now begun. This should never be too serious a drain upon the strength of the pupils. The regular work of the school is going on as usual. Our senior pupils are excused from recitations and examinations during the last week of the term; but so long as I assign them work, I demand its careful preparation. This seems to me an important moral lesson. If the weather or other circumstances should make it advisable for me to lessen the amount of work, I would do so, but not lower at all the standard of study or teaching. In speaking of what we are doing now, it seems best to say that the school closes on June 1st.

The pupils of the under classes are preparing the music for commencement. This is usually all done within the regular time for music lessons, and gives the pupils pleasure in preparation and the public great pleasure later on. One who has become accustomed to the delightful singing of these fresh young voices, trained by a skillful music teacher, will never want any other kind of music for commencement. You will remember that I gave last year my reasons for believing in commencements, also some of the abuses connected therewith, and what appeared to me, ways of reforming these abuses; now I am only telling you what I have been doing and some of the thoughts I have been thinking.

At this season we are all apt to estimate in some manner our work for the year. Let us be careful of our manner of estimating. By all means, let us avoid thinking that the only test is how our pupils stand at the promotion examinations. The pupil may be prepared to pass a certain kind of examination without having acquired either the knowledge most necessary for his future progress, or the intellectual vigor required for his next step forward. It is proper for us to want our pupils to show by clear expression that they have gained some definite knowledge concerning required subjects, and that they have gained the power to think. But when I contemplate the work that is done in many places for these promotion tests, I must speak, even if I am harping on an old string. It is not the use but the abuse of examinations which calls for a protest. And here, let me call your attention to the fact that this subject of the examination and promotion of pupils has been put in charge of competent men that they may lead off in its discussion at the next meeting of our State Association; but that we desire to hear from many others beside those appointed, that there are superintendents in Ohio who have been making valuable experiments in this line, that we expect to hear from them, and that this is only one of the many good things that you cannot afford to lose by remaining away from Sandusky. By every means at my command I want to find out whether my pupils have grown intellectually and morally; how much I have increased my ability to inspire this growth and to assist in it. I must find at least one thing in which my school is better this year than last, or I have begun to stand still, and next year shall begin to retrograde. I must know that I have done something towards my own intellectual improvement or my work will become narrowing in its tendencies and I must give it up. I want to know that the discipline in my school is better than before, with less punishment—and this to include that scolding has decreased.

There are many other questions belonging to the catechism through which I must put myself at this season of the year, but I must not forget that the increase of work which it brings may lessen your time for reading.

One thing more is in the mind of many teachers, that is in regard to their re-election. If I had the attentive ears of superintendents and boards of directors, I should, perhaps, have something to say to them upon the subject, but, as it is principally to teachers that I am speaking, my advice can only be in a few words. It is simply to do one's work thoroughly, be courteous (never cringing) to those in authority, and then "take no thought for the morrow." I have never known what it is to have anxiety in regard to my position. I have always felt sure that honest labor, if not desired at one place, will surely be wanted at another. The only suggestions that I would add are to increase one's acquaintance among those in the profession by attendance upon different teachers' associations, and then not to sacrifice all professional ambition to the desire to remain in one particular place. I believe in the election of *all* teachers who have been tried and found successful for as long a time as the law allows. I have said little in the pages of the MONTHLY upon the question of woman's rights,—not having mentioned even the fact that a club for discussing high school matters was formed, to which no ladies were invited, and that one of its members reported, in an account of one of its meetings, that it contained all the leading high school teachers of the State (perhaps the word *principals* was used instead of *teachers*); but I can see no reason why every woman, no matter how true her success has been, no matter how long she has remained in one position, must be re-elected each year. If this annual election must take place, can any one tell me what valid reasons there are for its postponement beyond one month before the expiration of the school year? I do not mean that the appointments should be published at that time, but I think each teacher should know her fate. Is it deferred because men cannot keep a secret?

For all the teachers whose vacation begins about the time this issue of the MONTHLY reaches them, I wish a very happy and restful vacation.

MARGARET W. SUTHERLAND.

# O. T. R. C.

DEAR MR. FINDLEY:—Please to acknowledge through the MONTHLY the receipt of the under sums since my report of March 20, 1888:

Mar.	29—Miss Eva Robb, New Richmond, Clermont Co.....	\$ 1 50
"	30—W. H. McArtor, Perryton, Licking Co.....	25
April	3—W. E. Lumley, Perry, Lake Co.....	3 25
"	10—J. J. Bliss, Crestline, Crawford Co.....	5 00
"	23—L. G. Weaver, Dayton, Montgomery Co.....	5 00
"	23—W. H. McArtor, Perryton, Licking Co.....	75
"	23—E. D. Lyon, Brecksville, Cuyahoga Co.....	7 00
"	30—W. T. Perry, Jewett, Harrison Co.....	3 25
"	30—S. Thomas, Ashland, Ashland Co.....	1 00
May	1—Miss Eva Robb, New Richmond, Clermont Co.....	1 00
"	14—E. Ward, Columbus Grove, Putnam Co.....	75

Total.....\$28 75

E. A. JONES, Treas. O. T. R. C.

At the last meeting of the Board of Control, the course of reading for another year was carefully considered, but not fully decided upon. A report will be made later.

Certificates for the work of this year will be sent to corresponding members of the various counties, on application to the Corresponding Secretary.

All who have completed in a satisfactory manner the work of four years and who desire Diplomas should notify me at as early a date as possible, so that the Diplomas may be properly filled out and signed, and made ready for the meeting at Sandusky.

As we are unable to get the History of Ohio, promised by the Historical Society and announced in our circulars, and as other books on this subject, in preparation, are not yet ready, that portion of the course of reading for this year, pertaining to Ohio history, can be deferred until next year, if desired.

E. A. JONES, Cor. Sec.

## EDUCATIONAL INTELLIGENCE.

—Highland County teachers held a meeting at Hillsboro, May 12. The names of Dr. Hancock, G. W. McGinnis and Miss Van Winkle appear on the program.

—Troy Township, Geauga County, has been trying township supervision, with A. D. Nash as Superintendent, and is well enough satisfied to continue the experiment.

—The schools of Upper Sandusky, under the superintendence of W. A. Baker, observed Ohio Day with appropriate exercises, to a report of which the *Wyandot Union* devotes three full columns.

—The North Central Ohio Teachers' Association held a successful meeting at Mt. Gilead, on St. Patrick's Day. Addresses were made and papers read by Dr. Tappan, J. C. Hartzler, J. A. Shawan, and others.

—Within the past year, four of the Massillon teachers have relinquished their positions to enter the matrimonial state. The superintendent intimates that if this sort of thing continues he will feel called upon to enter a mild protest.

—Ohio Day was duly celebrated by the schools of Ottawa, under the supervision of C. C. Miller. The citizens joined in the celebration, decorating their homes and business houses with flags, and attending the exercises of the schools in large numbers.

—A Hancock County would be school teacher sent \$3 to the county examiners to buy a certificate. The examiners turned over the letter and money to the prosecuting attorney, who will bring the matter before the next session of the grand jury.—*Toledo Commercial*.

—The teachers of Belmont County held a meeting at Barnesville, May 5. The attendance was not large, but the exercises were profitable to those in attendance. "Teachers' Professional Reading," "The Primary Teacher," "How to Interest Little Ones," and Lexicology were the principal topics.

—The eighth meeting of the Tri-County (Wayne, Ashland and Medina) Teachers' Association was held at Le Roy, May 25 and 26. Leading and noteworthy features of the program were Joseph Cook's lecture, "Seven Wonders of the World," and the lecture by Dr. Hayden, President of Adelbert College, on "The Higher Culture."

The Fulton County Teachers' Association held a meeting at Wauseon, April 28. Messrs. Fiddler, Metzler, Nickerson and Skelly took part in the exercises. The paper on "Manly Speech an Element of Power," by J. R. Skelly was a production of more than ordinary merit, for which we hope to find room in the MONTHLY ere long. Mahlon Harmon is president of the association and H. F. Harmon is secretary.

—A meeting of the Butler County Teachers' Association was held at Hamilton, May 26, with program as follows:

"Township Supervision," .....L. P. Smith, Middletown.  
 "Stocks and Bonds," .....Alston Ellis, Hamilton.  
 "The Teacher's Work and Qualifications," Thaddeus Rees, Post Town.  
 "History," .....J. L. Trisler, Hartwell.

—The local committee of arrangements at San Francisco anticipate a very large attendance at the meeting of the National Educational Association, July 17 to 20. In order that they may be able to receive properly the expected thousands of visitors, they desire to book as many as possible before their arrival. To this end, they ask to be informed at once of all parties being made up, the number of ladies and gentlemen composing them, the kind of accommodations wanted, and the probable date of arrival. As it requires two weeks to send a letter to San Francisco, and as the arrangement of details may require more than one exchange of letters, there is no time to lose. M. Babcock is chairman of the entertainment committee.

—The Commissioners of Ashtabula County are between the horns of an educational dilemma. Eight years ago James Christy died and left some \$25,000 or \$30,000 for educational purposes, to be applied as the judgment of the commissioners of Ashtabula County should dictate. The judgment of the commissioners has not yet dictated anything. New Lyme Institute asks for it and offers as a substantial reason why it should go to that institution the fact that Judge Deming has offered to "duplicate the Christy fund" if given to New Lyme. Such a disposition of the money would thus give New Lyme Institute a permanent endowment of over \$50,000. Grand River Institute asks for the money for the sufficient reason that the Institute needs it. The County Teachers' Institute asks for \$5,000 of it as a permanent investment; and with this last applicant in the field, the dilemma assumes three horns—if our readers will admit the existence of such a monstrosity. Meantime, as the commissioners deliberate, the fund grows, and the longer the decision is delayed, the larger and riper will be the plum that will fall to—some one.

—COMMENCEMENTS: Barnesville, May 31—5 boys and 4 girls. Doylestown, May 24—6 graduates. Bellefontaine, May 24—2 boys and 7 girls.—Henry Whitworth, Superintendent. Logan, June 11—2 boys and 2 girls—Annual address by Dr. W. H. Scott, of Ohio State University—W. W. McCray, Superintendent. New Paris, May 5—6 graduates—F. S. Alley, Superintendent. Findlay, May 25—11 graduates—J. W. Zeller, Superintendent. Mt.

Union, May 26—11 graduates—F. P. Shumaker, Superintendent. Sandusky, June 20—27 graduates—H. A. Balcum, Superintendent. Versailles, April 20—8 graduates—F. G. Cromer presented the diplomas. Mt. Gilead, May 24—4 graduates—J. H. Snyder, Superintendent. Columbus Grove, May 11—8 graduates—E. Ward, Superintendent. Canal Fulton, May 31—15 graduates—I. M. Taggart, Superintendent. Greenville, May 11—22 graduates—John E. Morris, Superintendent. Le Roy, Medina County, June 1—3 graduates—F. D. Ward, Superintendent. Clarksville, April 20—2 graduates—W. C. Mendenhall, Superintendent. Elmore, May 4—5 graduates—A. D. Beechy, Superintendent. Huntsville, April 6—6 graduates—W. D. Pepple, Superintendent. West Liberty, May 17—3 graduates. New Lexington, May 4—4 graduates—James C. Fowler, Superintendent. Navarre, May 18—8 graduates—J. E. McKean, Superintendent. Germantown, May 18—8 graduates—J. F. Fenton, Superintendent.

—The Third Round Table Meeting of Superintendents and Principals of Northeastern Ohio and Northwestern Pennsylvania was held at Greenville, Pa., April 27th and 28th. Superintendent Canon, of Sharon, was called to the chair, and Superintendent Morris, of Greenville, was chosen Secretary.

The first question, Should words for spelling be printed in script form? was decided in the negative, although some thought it was of advantage for the sake of variety.

To the second question as to whether courses of study should be more flexible, the answer was given that they are now flexible enough. As a rule they consist of essentials and should be strictly adhered to, with such exception, however, as circumstances demand.

The third topic as to the work a superintendent should do in visiting his schools was a fruitful one, and was thoroughly discussed. The following are a few of the things to be done:

1. To make suggestions and criticisms.
2. To take charge of a class occasionally.
3. To be friendly and honest with teachers.
4. Not too interfere too much with teachers' methods of instruction and government.
5. To visit rooms in a helping spirit.
6. To give occasional questions and problems.
7. To observe furniture, &c., of a room; to observe pupils as to cheerfulness, studiousness and order; to observe teacher as to methods, &c.
8. To encourage teachers and pupils.

The next meeting will be held at Youngstown, the last Friday and Saturday of September. The chair appointed Professors Leonard, of Youngstown, Wight, of Niles, and McCartney, of Sharpsville, as Executive Committee.

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## PERSONAL.

—A. E. Taylor has been retained in the superintendency at Springfield, O.

—F. S. Alley has been re-elected superintendent of the New Paris schools.

—I. M. Clemens has been re-elected to the superintendency of the Ashtabula schools.

—W. O. Bailey will continue in charge of the schools at La Rue, Marion Co., at an increased salary.

—J. J. Bliss has been re-elected superintendent of the schools of Crestline, O., for a term of three years.

—J. A. Douglas has been invited to continue in charge of the Waverly schools, at an increased salary.

—C. F. Seese will continue in charge of the schools at Hudson, O., with an addition of \$100 to his salary.

—A. E. Bruce and Mrs. Laura E. Taylor have recently been appointed to positions in the Massillon schools.

—W. H. McFarland has been re-elected principal of the Shaffer St. School, Springfield, Ohio. Salary, \$1,000.

—The editor has institute engagements in West Virginia, at Parkersburg, June 18, and at Clarksburg, June 25.

—James C. Fowler has completed his twelfth year as superintendent of the New Lexington, (Perry Co.) schools.

—Dr. James T. Edwards, of Randolph, N. Y., has accepted the presidency of Mt. Union College, at Alliance, Ohio.

—John E. Morris has been re-elected superintendent of schools at Greenville, Pa., with an increase in salary of \$250.

—Prof. E. S. Loomis, of Baldwin University, has recently received the degree of Ph. D. from Wooster University.

—W. C. Mendenhall has been re-elected superintendent of Clarksville (Clinton Co.) schools, at an increased salary.

—H. V. Merrick, of Bellaire has been chosen to succeed O. C. Williams in the superintendency of schools at Cadiz, O.

—Prof. W. W. Chandler, of the Normal College at Wadsworth, Ohio, has been called to the presidency of the College of Northern Illinois.

—Martin Kennedy, of Sabina, Clinton County, has been elected principal of the Centerville high school, for the ensuing year.

—H. M. James, superintendent of schools at Omaha, is now receiving a salary of \$3,600. His last election was for a term of three years.

—F. J. Roller, principal of one of the Youngstown Schools, has been elected superintendent of schools at Niles, Ohio. Salary \$1,000.

—C. L. Van Cleve has been unanimously re-elected to the superintendency of schools at Troy, Ohio, for a term of two years. Salary, \$1,800.

—Arthur Powell, for a number of years superintendent of schools at Wadsworth, has been elected to a similar position at Barnesville. Salary, \$1,200.

—J. A. McDowell, of Millersburg, has institute engagements in Holmes and Wyandot counties, extending through seven weeks of the summer vacation.

—Isaac Mitchell has been re-elected to the superintendency of the Georgetown (Brown Co.) schools but declined, to accept a similar position at Ripley, same county.

—A classical graduate of the Ohio State University desires a position as principal or teacher in a high school. Communications may be addressed to the editor of the MONTHLY.

—H. Bennett has been re-elected to the Superintendency of the Franklin (Warren County) schools for a term of three years. This term completed will make a quarter of a century for Mr. Bennett in this position.

—John C. Ridge, Waynesville, Ohio, can be engaged to do institute work at any time of the year. Reading and Arithmetic are his specialties. He also gives evening entertainments, consisting of humorous and pathetic readings.

—Alston Ellis delivered two addresses before the Franklin County teachers, at their meeting at Columbus, May 12. He has also been invited to deliver the annual address before the literary societies of Miami University, June 19.

—A young lady, graduate of a city high school and normal school, and experienced in high school work, desires a position in a good high school in Ohio. She is highly recommended. The editor of this magazine will answer inquiries.

—Edward Truman has been re-elected superintendent of schools of Nelson Township, Portage County. Township supervision and a central high school, after a years trial, have proved sufficiently satisfactory to warrant continuance.

—Supt. L. W. Sheppard, of Mt. Sterling, O., has prepared a most excellent system of blanks for school reports, sample pages of which he proposes to exhibit in the advertising department of the MONTHLY, beginning with the July number.

—S. J. Finley, in charge of the South Charleston Schools for the past year, has been unanimously re-elected at an increased salary, but declines the position to engage in business in Iowa. He retires after a successful experience of nearly 15 years.

—E. B. Cox has received an unanimous call from the Xenia Board of Education to remain in charge of their schools for another two years, at an annual salary of \$1,600. He has already served in that capacity seven years, besides two years in the high schools.

—It is understood that Col. W. J. White, late superintendent of schools at Springfield, Ohio, will succeed Dr. J. J. Burns, at Dayton—a caucus of Republican members of the Board having so decreed. The political machine still seems to be in good running order at Dayton.

—A young man, a graduate of the National Normal University, desires a high school situation for next year. He has had six years successful experience; has "first-class" certificates; can teach any branch ordinarily taught in a high school. Address the editor of the MONTHLY.

—A session of the Preble County Teachers' Association was held at Eaton, May 12. "How shall I Teach my Pupils to Think," by C. S. Fay, "Study of U. S. History, by J. P. Cummins, and "The Mound Builders," by Pres. McFarland, of Miami University, were the principal features of the program.

—P. W. Search, for the past five years superintendent of schools at Sidney, Ohio, has been called to the superintendency of schools at Pueblo, Colorado, at a salary of \$2,000. Though loth to leave Ohio, Supt. Search is to be congratulated on his call to take charge of the schools of the second city in the Centennial State.

—J. L. Hunt, principal of the intermediate department of the schools at Germantown, Ohio, and author of "History of Ohio," "Outlines of American Authors," etc., died May 7th, of pulmonary consumption. He was an earnest

man and a faithful teacher, held in high esteem by all who knew him. He remained at his post of duty until within 4 weeks of his death.

—L. W. Day has been unanimously re-elected superintendent of the Cleveland schools for a term of two years, as were also Misses Kate S. Brennan and Clara Umbstaetter, supervisors of primary grades, and August J. Esch, supervisor of German. Mr. Day is to be congratulated on this result, especially in view of the chronic commotion existing in relation to school matters in Cleveland for several years past.

—William Richardson, superintendent of schools at Sedalia, Mo., has declined an offer of \$2,200 to take charge of the schools of Gainesville, Texas. He has also declined to continue in charge of the Sedalia schools, though unanimously re-elected. The *Sedalia Democrat* says no city in the west can boast better schools than Sedalia, and gives Mr. Richardson the credit of bringing them up to their present high standard.

—W. E. Lumley has closed his first year as superintendent of schools in Perry township, Lake County, under very favorable conditions. The township high school is now well established and is doing a good work. Its influence begins to be felt in all the schools of the township. A new building, costing five or six thousand dollars, is to be erected at once. Mr. Lumley has been re-elected at an increased salary. It gives us real pleasure to chronicle the success of these pioneer townships in this good work.

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## BOOKS.

*The Senses and the Will of the Child*, constitutes volume VII of the International Education Series, edited by Dr. Wm. T. Harris, and published by D. Appleton & Co., New York. It is a translation from the German of Parts I and II of W. Preyer's work, entitled 'The Mind of the Child.' It is a most interesting record of minute and long continued observations, by the author and others, of the first exercise of the child's senses and the formation and growth of will as manifested in its movements. There is a separate record of each of the five senses, from the hour of birth to its development into full activity. A very valuable feature is the frequent comparison made between the steps of progress in the child and the same in other animals. Teachers and others at all interested in the study of child growth will find this book very fascinating.

*First German Reader.* On the Cumulative Method. By Adolph Drey-spring. D. Appleton & Co., New York.

Following the author's "Easy Lessons," this book leads the young learner on to more extended reading. A simple story, with profuse pictorial illustrations, keeps up his interest and gives him much practice with a limited vocabulary, causing him to grow into a familiar acquaintance with the language almost unconsciously.

*The Prelude, or Growth of a Poet's Mind.* An Autobiographical Poem. By William Wordsworth. With preface and Notes by A. J. George, A. M.,

Acting Professor of English Literature in Boston University. Boston: D. C. Heath & Co.

A Scotch critic has said concerning Wordsworth, that poetry was not his recreation or pastime but the serious business of his life. His great masterpiece appears here in comely dress. In it he tells in purest language "of the ways in which his childhood walked and of what first led him to the love of rivers, woods, and hills, and how the love of nature led him up to the love of man." The preface contains a worthy characterization of the great poet, and the historical, geographical and explanatory notes following, furnish such aid to the student in his study as he will not be likely to find elsewhere.

*Britons and Muscovites*, or Traits of two Empires, by Curtis Guild, (Published by Lee & Shephard, Boston) is a very readable book of travels in England and Russia. It is the third volume of travels from the same pen. The author sees well and tells well what he sees. He avoids the stock descriptions of the guide-books and tells us in a very entertaining way of country and city, of people and their customs, of hotels and railroads, of abbeys and monasteries, of art galleries and museums, of rulers and peasants, of prisoners and exiles. Teachers on the look-out for books for older pupils should make note of this one.

*Elements of English: A Preparation for the Study of English Literature.* By M. W. Smith, A. M. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

This book is an out-growth of the author's work as a teacher of English Literature in the Hughes High School, Cincinnati. It is a preparatory or elementary course, designed to fit the pupil for profitable advanced study of English. After a brief history of the language, the subjects of derivation, prosody, the selection, use and arrangement of words in the sentence, rhetorical figures, and criticism are so treated as to enlarge the pupils vocabulary and give him accuracy and variety of expression, with some knowledge of the composite character of the language and the elements of criticism. In plan and purpose, the work occupies a field comparatively new, and one well worth cultivating.

*The Teacher's Blue Book*, published by Joseph Boyd, Dayton, Ohio, is an Ohio School Directory for 1887-8, and it is wonderfully complete, containing the names and addresses of 10,000 teachers and school officers, with salaries and other information. The annual publication of such a volume is an important service to all concerned in the educational interests of the State.

The Fifth number of *McGuffey's Alternate Readers* has just come from the press of Van Antwerp, Bragg & Co., Cincinnati. The variety and excellence of the selections impresses one at once. The list of authors contains nearly 100 names. Its proper use as a reader would become an excellent study in literature. Carefully written biographical sketches of the authors constitute a valuable feature. The McGuffey readers, as a whole, are unsurpassed, if not unrivalled, in the character of their selections, and the high reputation of the series seems fully sustained by this addition to it.

*Hygienic Physiology*, with Special Reference to Alcoholic Drinks and Narcotics. Published by A. S. Barnes & Co., New York and Chicago.

This is a revision of Steele's Fourteen Weeks in Human Physiology. The

subject is treated in a direct and simple style. The description of each organ or set of organs, is followed with directions for its care and its treatment in disease. The effects of alcohol and narcotics are well and clearly stated. It is well adapted to meet the present demand.

*The Child's Health Primer* and *Hygiene for Young People*, from the same publishers, are designed for primary and intermediate classes, with special reference to the effects of alcohol and narcotics. The recent action of the Ohio Legislature gives fresh interest to these subjects.

*Chips from a Teacher's Workshop*, by L. R. Klemm, is mainly a collection of articles contributed by the author, from time to time, to various educational journals. One is impressed as he reads with what seems like a superabounding egotism. The author, half apologetically, says he gives *himself* in this book—his mode of thinking, his manner of teaching—and the reader can scarcely avoid the feeling that he has marred his work by what at least has the appearance of an obtrusive personality. Barring this, the book is worth reading. It is thought-provoking and abounds in excellent suggestion. Published by Lee & Sheppard, Boston.

*A Kiss for a Blow: A Collection of Stories for Children*, inculcating the Principles of Peace. By Henry C. Wright. Boston: Lee & Sheppard.

The author of this handsome little volume is a lover of children. Out of the fullness of his own child-heart and from long association with children, he has written what cannot fail to interest and benefit young readers. Most of the stories are simple narratives of fact, occurring under the author's own observation. Primary teachers who want stories for their children will find good store of them here.

Dr. Hinsdale's *Old Northwest*, noticed at length in our last issue, has made its appearance. It is an elegant large octavo volume, printed in large clear type on heavy paper, substantially bound in cloth, with gilt top. The exterior is highly creditable to the publisher, Townsend Mac Coun, New York, as the contents are to the author.

*Practical Lessons in the Use of English*, for Grammar Schools. By Mary F. Hyde, Teacher of Composition in State Normal School, Albany, N. Y. Published by D. C. Heath & Co., Boston.

The purpose of this book is to lead the learner to see for himself, by directing his attention to the use of language as the expression of thought. By the study of selections from best writers and by practical composition exercises, he observes and uses correct forms of speech and at the same time forms a taste for good literature. Punctuation, capitalization, letter-writing and business forms receive a fair share of attention. The use of the book, according to the author's plan, could scarcely fail to produce excellent results.

Ginn & Co., Boston, have just added to their College Series of Greek authors, a very beautiful edition of *Book V. of Thucydides*, edited, on the basis of Classen's edition, by Harold North Fowler, Instructor in Harvard. The text is in large open type, with copious notes accompanying, followed by a critical appendix.

*First Steps with American and British Authors*, by Albert F. Blaisdell, author of the "Study of English Classics," &c., is designed to direct the young

student in the methodical study of the writings of standard authors, rather than the study of the history of English literature; hence, particular directions and simple details and helps are given. The study of one selection in detail is given as a model, with suggestive notes and questions. There is also an outline course of study and syllabus which teachers, as well as students, will find suggestive and helpful. (Lee & Sheppard, Boston.)

*The Flower People*, by Mrs. Horace Mann, is a new illustrated edition of a very popular book for young people, filled with thoughts pure and fragrant as the flowers. (Lee & Sheppard, Boston.)

*The Seven Little Sisters who Live on the Round Ball that Floats in the Air*. By Jane Andrews. With a memorial of the author by Louisa Parsons Hopkins, Supervisor in Boston Public Schools. Published by Lee & Sheppard, Boston.

The author, a teacher of children, to show her own pupils the manner of life of different peoples of the earth, selects seven little girls of different nationalities, and, in fascinating story, tells of the home life and manners and customs of each. Another book for the primary teacher's table, if not already there.

*Payson's Elements of Practical Arithmetic*, (Lee & Sheppard, Boston), approaches an ideal we have often had in mind. The more difficult and less practical subjects are omitted entirely, and the essential topics are treated in a simple business way, with copious and carefully prepared exercises for class drill, both oral and written. It provides an excellent and sufficient common school training in Arithmetic.

*The Grammar School Reader*, (Inter-State Publishing Company, Boston and Chicago), is an illustrated quarto volume filled with stories by various authors, designed to furnish entertaining reading matter, supplementary to the regular school reader.

*History and Science Reader*, for Grammar and High Schools, (same publishers), illustrated quarto, contains continued articles under titles, "Magna Charta Stories," "Little Biographies," "Health and Strength Papers," etc., designed for supplementary reading.

*Sea-side and Way-side* is the first of a series of Nature Readers for little people, by Julia McNair Wright, published by D. C. Heath & Co., Boston. It tells in simple words of crabs, wasps, bees, spiders, shell-fish, etc. A very entertaining and useful book for young readers.

*McGuffey's Alternate Spelling-book*, by Wm. B. Watkins, (Published by Van Antwerp, Bragg & Co., Cincinnati), contains root words and words in every-day use, with frequent lessons in grouped objects, synonyms, and dictation exercises. It serves well the double purpose of speller and language lessons.

*Grube's Method of Teaching Arithmetic Explained and Illustrated*. Also the improvements upon the method made by the Friends of Grube in Germany. By Levi Seeley, A. M., Ph. D. New York and Chicago: E. L. Kellogg & Co.

This exposition of the Grube method includes the work of the first four years, and will be found an almost indispensable aid to primary teachers, whether the method is followed strictly or not.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### HOW BAVARIA EDUCATES HER CHILDREN.

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BY B. A. HINSDALE.

Sir Philip Magnus's Monograph, "Education in Bavaria," republished by the Industrial Education Association, of New York, gives a remarkably clear and interesting account of the organization of public education in that interesting country. We propose a summary, showing in outline the essential features of the paper and of the Bavarian school system.

At the base of the system, lie the elementary schools. These are essentially *volks schulen*, people's schools in the best sense, because they are attended by the great majority of children of the country, without respect to the social position of their parents. The elementary school age is from six to thirteen; and attendance is so severely compulsory that no child can leave the schools until he has reached the maximum age, except under circumstances that will soon be described. The population of Bavaria is 5,250,000, and about 634,000 children, or two in fifteen, attend the elementary schools. Munich, with a population of 230,000, keeps an average of 25,000 children in such schools, or about two to nineteen. In the capital, a larger number of children, relatively, are educated in private schools, or leave the primary schools at an earlier age to attend some higher school. Comparative educational statistics are more or less misleading, but it

may be of some service to say that in 1885-86, according to Commissioner Dawson's Report, Ohio had a population of 3,348,000, with a registration of 775,000 in her public schools, and an average attendance of 518,000; and that the city of Cleveland, the same year, had a population of about 230,000, and a school registration of 30,000, with an average attendance of 23,600. The Ohio statistics show the whole number of youth, of all ages, in public schools; the Bavarian statistics do not even show the total number in schools between six and thirteen, as will soon appear.

The child who enters industrial life at thirteen has not passed the limit of compulsory education; he is required to attend what is called a Continuation School, where the instruction consists of the same subjects as are taught in the primary school, further continued, in addition to elementary science, book-keeping, and what may be called industrial drawing. These evening schools are by no means technical, except as regards the instruction in drawing, which is made to have some reference to the future occupation of the pupil. The children who leave the primary school at thirteen must attend these schools three years, and they may attend them five years. They are taught the evenings of week days and Sundays. In 1884 there were, in all Bavaria, 273 Continuation Schools, with 1,223 teachers; and in the city of Munich the yearly average attendance of pupils was about 3,200. Those children, then, who take the minimum state education in Bavaria, leave the schools at sixteen or eighteen years of age.

Many of the children who are candidates for a higher education than that now described leave the elementary schools at ten to go to the *Real Schulen*. German is taught in these schools; also one other modern language, but not Latin, science, mathematics, and drawing. Workshop instruction is not given. The aim of these schools is thus stated:

"They are distinctly higher elementary schools, giving that kind of general instruction which will be most useful to those who will enter manufacturing or commercial life at the age of sixteen, or who may be preparing for a course of technical instruction with a view to some higher post in industrial works."

A page and more of the monograph is devoted to a very interesting description of the apparatus for illustrative teaching in these schools, methods of instruction, etc. Perhaps it is needless to remark that here, as elsewhere, the Germans furnish such material with an abundance that beggars American schools in comparison. The child enters at ten, and leaves at fourteen or sixteen, according as the course is four or six years. In all Bavaria, there are forty-six such schools, thirty-four with

a six-year course and twelve with a four-year course. The total attendance upon these *Schulen*, in 1884, was 7,282. Admittance to the *Real Schule* is conditional upon an entrance examination. Annual fees of about twenty-five shillings are charged, but many scholars are admitted at half fare or gratuitously.

In this line, education does not appear to be compulsory beyond the *Real Schule*, but the child who leaves it, at sixteen, is admissible to the Technical College, called in Bavaria *Industrie Schule*. The aim of the College is to provide an education less theoretical and more practical than that given by the universities and polytechnic schools, which shall prepare pupils at once to enter upon commercial and industrial work with a fair chance of immediate employment and of obtaining steady promotion. The course is two years; and there are four divisions of studies according as the student intends to follow engineering, chemical, building or commercial work. Illustrative material is abundant. Workshop instruction is a prominent feature, but is of recent introduction. We are told :

“The opinion is still very generally held throughout Germany that practice in the use of tools is best commenced in the commercial works, and that the period devoted to school education should be wholly occupied in the teaching of principles. There is, however, a gradually increasing tendency to adopt the opposite view, and the importance attached to workshop instruction in other countries, notably in France and in the United States, is not without effect on German educationists. In Austria, workshop schools are numerous, and in Rhenish Prussia the number of such schools is increasing.”

Sir Philip Magnus secured very contradictory reports as to the value of shop instruction, from different sources. University professors assigned to it very little value, but machine-works managers were much in its favor. Bavaria supports four of these Colleges, with 370 students, at an annual expense of £11,000, or £30 for every student. The fees amount to forty-four shillings a year.

We return now to our base, the elementary schools, for a new departure. Children intended for a higher education, which shall extend to the age of eighteen, leave the primary school at nine years of age and enter a classical school called a *Humanistic-Gymnasium*, or a modern school called a *Real-Gymnasium*. In both, the work is the same for three years, and the differencing feature of the schools is instruction in the Latin language. Practically, therefore, the two lines of study that lead to the highest educational institutions of the country do not separate at this point, but three years later, when, at the age of twelve, the fundamental question, “Greek or no Greek,” must be

decided. Those who want Greek now finally elect the *Humanistic Gymnasium*. A full *Gymnasium* course is nine years, but some of the Bavarian *Gymnasias*, called *Pro-Gymnasias*, have but five classes or years. One is rather surprised to learn that the *Real-Gymnasias* have fallen off from six to four, and that these had, in 1884, but 434 students. The explanation given is, that they do not fit for the professional faculties of the universities, the attendance upon which, in late years, has considerably increased. The cost of these schools, per pupil, is £21, while the average in all the *Gymnasias* is only £10. Of *Pro-Gymnasias* there are forty-four, with an attendance of 2,920 pupils; of complete nine-year *Gymnasias*, thirty-three, with 14,700 pupils. Many of the classical schools are endowed, but the state's contribution to Secondary schools was still very large. In a male population of 2,578,910, as many as 25,706 were in secondary schools, exclusive of those in specially commercial schools.

The *Humanistic-Gymnasium* leads to the University, the *Real-Gymnasium* to the Polytechnic School. The scope of the University is shown by the names of the faculties: Philosophy, covering the whole range of liberal studies, Theology, Law, Medicine, and the Civil Service or Commercial. The scope of the Polytechnic School is shown by the names of the special schools into which it is divided: General school, intended mainly for the education of teachers, Civil Engineering, Architecture, the Chemical school, and Agriculture. In Bavaria, there are three Universities, supported by ancient endowments, supplemented by liberal subsidies from the state, having an aggregate attendance of 3,800, or about one in 678 of the whole population. The single Polytechnical School, the building and collections of which have cost £200,000, is maintained by the state. The attendance previous to 1884, was 1,300, but in that year it fell off to an average of 850, owing, it is said, to the completion of the railway system and to general depression of trade. The extent to which the sub-division of branches is taught is well shown by this paragraph:

“A special feature of the German Technical High School, as well as of the Universities, is the great subdivision of such general subjects as engineering, architecture, and chemistry, each special branch of the subject being placed in the hands of a separate professor. Thus, for example, there are forty-five distinct courses of lectures given in the engineering department of the Munich school, and the number of professors who give these courses is thirteen. There are, in all, 179 different courses of lectures mentioned in the program. This distribution of teaching among professors, each of whom is specially conversant with the details of some portion of the subject, is in striking

contrast with the English system, in which the instruction is generally placed under the direction of one professor as the head of the department, assisted by two or three lecturers or teachers. The most interesting and important section of the Munich Polytechnic is the engineering school. This department consists of numerous rooms for instruction in mechanical drawing, of large collections of models, and of laboratories for special practical work. To give an idea of its extent, it may be said that it contains six large rooms, used exclusively for machine drawing, one of which is furnished with 100 tables. The machine workshops contain a compound steam engine having complete appliances for registering the various degrees of expansion and speed developed. Another laboratory is furnished with a testing machine, working up to 100 tons, for determining the strain and the elasticity of various substances."

This table shows the amount and the distribution of the money that Bavaria expended on public education :

Elementary Schools, . . . . .	£238,421.
Evening and Sunday Schools, . . . . .	19,344.
Real Schools, . . . . .	76,620.
Technical Colleges, . . . . .	11,125.
Real Gymnasias, . . . . .	9,041.
Classical Gymnasias, . . . . .	93,324.
Polytechnics, . . . . .	20,164.
Universities, . . . . .	78,612.
Other educational establishments (about) . . . . .	100,000.

£646,651.

Ohio expends on her schools between nine and ten millions of dollars annually.

In this exceedingly instructive monograph, schools of art, of commerce, and for the instruction of women are not considered. Notes of the controversy as to the relative merits of classical and *real* education are, however, heard. "The classical training of the *Gymnasium* is still inferentially regarded as the highest type of education, and the pupils leaving these schools with the matriculation certificate are at once admissible into any of the several faculties of the University or of the Polytechnic School." But pupils leaving the *Real-Gymnasium* in the same way are not admitted, as we have seen, to the professional faculties of the Universities. Even in theoretical Chemistry, the University of Munich leads the Polytechnic, while the question of industrial Chemistry is still open. The somewhat full account of the work done in Chemistry in both these schools is by no means the least interesting part of the paper. In Bavaria, *real* education is less highly developed than in North Germany.

*Ann Arbor, Mich.*

**MANLY SPEECH AN ELEMENT OF POWER.**

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BY J. R. SKELLY.

(Read before the Fulton County Teachers' Association.)

To perceive accurately, to think correctly, to reason clearly and to speak impressively is the aim of all mental training.

The innumerable objects that surround us, and with which we come in contact, are as mere nothings, without special significance, if we are incapable of analyzing their qualities, or investigating their properties, by close critical thought. But thought unuttered, uncommunicated, is like the diamond in the quarry, its brightness is all lost, its beauty all hidden in the womb of its origin.

Then, the ability to give clear and lucid utterance to the thoughts that lie hidden in the treasure-vault of the mind is an accomplishment, although not easily attained, yet much to be desired. But the question arises, "How shall I attain this end—how can I accomplish this difficult task?" Search the history of the past—explore the treasure-house of the centuries, and you will find that truth—pure unadulterated truth, lies at the base of all true oratory, of all manly excellence in speech. Goodness and greatness are twin sisters, while justice and right are their standard bearers, and by making these the basis of all your utterances, your words will go forth as swift-winged arrows of the soul, tipped with fire from off the altar of truth, sharp as a two-edged sword, swifter than the lightnings vivid flash, carrying destruction and death to all the monsters of cruelty and crime. Thus armed with the cause of truth, battling for the right, confronting the minions of vice and crime, your speech will become a potent spell, powerful as the surging billows of the tempest tossed sea, deep and thrilling as the thunder's hollow roar and bright and beautiful as the dew-drop sparkling in the early sunbeam. But whilst truth is the chief foundation stone of all excellence in speech, it must also constitute an essential part of the man. The whining cant of the designing hypocrite, the cringing homage of the base sycophant, and the fawning flattery of the groveling partisan, fall with leaden dullness upon the discerning ear, when compared with burning periods of the man whose soul is imbued with the spirit of truth, and whose whole nature is aglow with the inspiration that comes from a love of the just and the right. Then, as Beecher said, "Let no man who is a sneak try to be an orator." The thin veil of dissimulation with which he attempts to hide his native deformity is too slight a covering, and although it may last for a time, the spell will soon be broken, for the beaming rays of the sun of

truth and righteousness will ere long penetrate the veil, lay bare his rottenness, and render hideous the stench of its putrefaction.

But on the other hand, let truth and virtue become objects of constant solicitude, let him cultivate in his nature that kindly sympathy which connects him with his fellow men—that love and purity of affection that make him a part of those whom he addresses, so that his smile becomes their smile, his tear becomes their tear, and the throbbing of his heart becomes the throbbing of the heart of all who hear him, then will his words be silver-tipped, sharper than the needle's point, or deep and solemn as the knell of time, carrying conviction to the heart and to the understanding.

But in this world, truth needs nursing and helping; it needs every advantage; it is not always palatable; it is not always a welcome guest. The under current of life in man is mainly animal, and the channels of human society are teeming with the spawn of jealousy and selfishness. Ignorance and pride go hand in hand; bigotry and intolerance lock the door of reason; arrogance and its cruelty; selfishness with its greed; in short, all the lower appetites and passions combine to bar the entrance to men's souls and thus render truth an unwelcome guest. Therefore, the man who goes forth to speak the truth and speak it with conquering power,—who carries victory in hope, must be armed and fortified with all the resources of the living man. His thoughts must be clothed in the richest robes of choicest phrase; his voice tuned to the sweetest melody of an Aeolian harp; his movements lithe and graceful as the comely hind on her native hills, and, in short, his whole person trained to be the welcome and glad servant of the soul. “But where,” you ask, “will I find these priceless jewels—this excellency of speech?” One of America's brilliant orators says, “Turn to the broad ocean of English Literature and there you will find pearls of great price, our potent English words. Words that are bright and moving, with all the coloring and circumstances of life; words that go down the century like battle cries; words that sob like litanies, sing like larks, sigh like zephers, shout like seas; words that flash like the stars of the frosty sky, or are melting and tender like love's tear-filled eyes; words that are glittering and gay like imperial gems, or are chaste and refined like the face of a muse; words that sting like a serpent or soothe like a mother's kiss; words that can reveal the nether depths of hell or point out the heavenly heights of purity and peace; words that recall a Judas, words that reveal a Christ.” Thus having clothed your thoughts with all the beauty and grandeur of our good old mother tongue, you must send them home with all the force of the living man. The glowing message must be spoken with an

utterance and an action perfectly befitting the sentiment, and then it will become a resistless power. The man must personate his theme; his spirit, mind and body must harmonize—aye, the whole man throbbing with sympathy, and palpitating with life, must become a veritable embodiment, a living photograph of the truth spoken. The eyes, face, hands, body, all—all must be made to thrill and tingle with nervous life, if you would carry victory on the pinions of hope. But what a lack of all this in the general oratory of to-day! What a dearth of beauty, what barrenness of fancy, how sterile the imagery! What long drawn periods of empty windiness characterize many of our public speeches, doled out in a miserable monotone, that can inspire neither thought, fancy nor emotion in the hearer. Again, see the aspirant for public honors, starting with his voice keyed to the highest possible tension, and then running on in a screaming monotone, shriek following shriek in rapid succession, uttered with all the force of his vocal powers, thus leaving no possible avenue of relief to himself and, unfortunately, none to his hearers.

But what are the results of this alarming style of eloquence? Truth popularized? Vice and error checkmated? Crime diminished? Society reformed and the race socially and morally elevated? No! But on the other hand, we have loss of voice, affections of the throat, and the annual consumption of countless packages of Bronchial Troches and other remedial agents. And yet we call this oratory—the manhood of intellectual speech. Manly speech indeed! When God created the universe of matter, ere he pronounced it good, he cast over it the gorgeous robe of variegated beauty. The green grass, the flower wreathed plant, the tasselled corn and the ripe fruit hanging pendant on its parent vine, constitute the finishing touch of a creative Providence. So the living man, armed with all the resources of reason and imagination, all the inspirations of feeling, all that is influential in body, in voice, in eye, in gesture, in posture, in the whole animated man, is in strict analogy with the Divine thought, the Divine arrangement. The whole man can thus be made to speak with harmonious appropriateness and graceful force; and when his thrilling words go out soul-piercing and sin-defying, he wields a power more regal than that of kings, more potent than that of fabled knight; a power that sways the multitude at will, changes the current of events, bringing about reforms and causing revolutions; a power that carries captive the feeling, unlocks the door of curiosity, throws open the corridors of reason and kindles in the soul of men the light of inspiration, thus making them patriots, heroes and christians.

## GRADED WORK IN LETTER-WRITING.

BY MISS JULIA RICHMAN, PRINCIPAL OF A NEW YORK GRAMMAR SCHOOL.

Whether a child's opportunities for acquiring an education be positively, comparatively, or superlatively good, whether his stay at school be long or short, whether in after life he be "hammer or anvil," to my mind there's no other thing, save, perhaps, the ability to read readily and intelligently, which should be so carefully and systematically cultivated as the art of writing letters.

My simple assertion that the average boy or girl cannot write a readable letter, in which rules of construction, spelling, punctuation, and general arrangement are carefully obeyed, needs no evidence in corroboration. Those who conduct a large correspondence will, I think, amend that statement by asserting that this is equally true of the average man or woman. The average man or woman is beyond the teacher's control, but the average boy or girl, who is, all too soon, to be the average man or woman, is still within our reach, and it is for us to give him that which will be of incalculable benefit to him in after life.

"Better a little well done,  
Than too many tasks only begun."

Perhaps some of the practical results obtained in my own department will best illustrate that in a graded school *much* can be done, if the *little* assigned to each teacher be "well done." For the benefit of those not familiar with the requirements of the curriculum of Grammar Schools in New York City, I shall briefly state that the pupils in all the grades are required to write one composition per week, these compositions to be upon subjects connected mainly with the oral instruction of the grade. Letter-writing as a separate study is not prescribed by law lower than the third grade.

My experience as a Principal has taught me many lessons, which shall appear in these columns from time to time, as I feel that their publication may be of benefit to others. One must appear now in connection with this very subject of letter-writing.

Notwithstanding the fact that our school system has the reputation of being "cast iron," to an extent that is irksome; notwithstanding that one of America's greatest pedagogues stated in a manner that some considered *witty*, that when our superintendent taps a bell in his office every pupil in every class of the same grade in every school in the city is spelling the same word at the same time; notwithstanding many similar, satirical reflections; this has been my uniform experi-

ence : *I have never, in the attempt to introduce in my school any new, live, practical work, met with the slightest opposition from either Trustees, Commissioners or Superintendents. When such innovations have failed, it has been because teachers could not or would not carry them to a successful issue.* How much is left to the discretion of the Principal ; with how much individuality he or she may clothe the skeleton provided by the By-laws of the Board of Education, can be best exemplified by the manner in which I carry into execution the law in reference to composition work.

This law requires that four compositions per month be written in every grade. Although it is suggested in the *Teacher's Manual* that the compositions be specially upon the object lessons of the grade, and letter-writing as a separate exercise is not introduced lower than the third grade, I found no regulation which prevented me from classifying, in every grade, the four compositions as follows : two upon the object lessons of the grade, one a letter, and one upon a miscellaneous subject, the description of a picture, the narration of an anecdote or fable, a paraphrase, etc.

This plan I pursued for three years, and although the character of the language work in general steadily improved, imagine the condition of my mind, when month after month (I personally correct every composition written in my department) I was compelled to read dozens of letters, good as to punctuation, spelling, arrangement, etc., of which the following (written from memory) is a sample :

407 East 84th Street, New York,  
April 7, 1886.

Dear Jennie,

As I have a few minutes to spare, I take my pen in hand [they invariably took their pens in hand] to write to you to let you know we are all well, and we hope you are the same. Aunt Emma is very well now. Is your grandma well again? Why didn't you come up on Saturday? If you don't come up this week, I shall not go down to see you. I felt very bad because you didn't come up. As I have no more to say, I must close now.

Your true friend,  
S — G —.

I wonder if you can realize how tired I was after reading so many inquiries as to the condition of some one's health (it was really a relief to me when some one was ill or dead), so many allusions to "coming up" or "going down," and so many, many words to tell they had "no more to say."

My knowledge of child nature has taught me this : A child must be trained to think ; give it a line of thought and it will find the words, faulty perhaps, but still it will find the words with which to clothe the

thought. From this knowledge came my determination to prepare for each class a series of topics for letters, suitable for special occasions, such occasions being selected as might reasonably occur in the experience of a child. In three years, each child will have written thirty letters, each letter adapted to a special purpose. Of course it is impossible to teach every style of letter that can ever be required, but the average boy or girl who has been trained to write thirty letters *systematically*, ought, by the expiration of that time, to be able to write a good, clear, well expressed letter for almost any occasion.

I publish with some diffidence the plan I have adopted in my school, conscious that it is crude and imperfect. I arranged the work hurriedly, and there is room for much improvement in many details. It was my intention to revise thoroughly my schedule before September next, and I consent to its publication, only because those interested will be able to devise from my plan something less imperfect. It is not so difficult to build after one has found a suitable model.

The letters used to illustrate this work, are actual copies of those written by some of my girls during the month of February, 1888.

#### EIGHTH GRADE.

Letter I.—From a little girl in New York City, asking her uncle, who lives in the country, to send her a squirrel, dog, kitten, or other live pet.

#### TOPICS.

1. Make inquiries about your aunt, uncle, and cousins.
2. Tell any interesting family news.
3. Tell how anxious you are to have a live pet.
4. In closing, thank your uncle in advance for his kindness in sending the animal.

The following letter was written by a little girl aged 10, a pupil of class H<sub>3</sub> in my department.

427 East 84th St., New York,  
Feb. 10, 1888.

My dear Uncle Ned:

I hope you are all well, as we are at home. I would like to have a dog given me very much—a young one. I would name it Rover, and make it mind me when I spoke to it, and teach it to play tricks.

My grandma is coming Sunday to our house, and she may stay a week or more. Monday we are going to have a great many friends come to spend the day, and I wish you would come too.

I shall be very happy if you send me a little dog, and thank you very much.

Your loving niece,

MR. EDWARD LORD,

Charlestown, Mass.

HALLY DOWNING.

(This as well as the following letters are, of course, corrected, but the language and arrangement are the children's work.)

Letter II.—From the same little girl to thank her uncle for the pet he sent her.

Letter III.—To her teacher, from a little girl who has done wrong in school by copying her work from another pupil.

Letter IV.—From a little girl in New York City, to a cousin who has just removed to the country.

Letter V.—To her parents, from a little girl who is visiting on a farm.

N. B. Teach as well as possible how to construct the closing sentence, so that the subscription forms a part of the same.

#### SEVENTH GRADE.

Letter I.—From a little girl to her grandma, who has just sent her a dollar.

#### TOPICS.

1. Tell how pleased you were to receive the money, and why.
2. Give an account of what you did with it.
3. Thank your grandma for her kindness.
4. Make inquiries about her health and about anything else in which she may be interested.
5. Tell any family news.

404 East 88th Street, New York;  
Feb. 17, 1888.

Dear Grandma:

You were very kind to send me that dollar; I had a dollar with which I was going to buy mamma something, and with the dollar that you sent, I bought a present for papa.

I shall tell you what I bought for the two dollars: for mamma I bought a pair of gloves, and for papa a nice cup. I thank you very much for your present. I hope you are all well. Aunt Lizzie came Tuesday, and she is going to stay until Friday afternoon.

Fannie can walk and talk, and I think she is a great deal larger than George. Papa and mamma are going to see you next Saturday; I wish I were going too.

Your loving grand-daughter,

LETITIA NIXON,

Class G2,

Age 9.

MRS. S. NOBLE,

Bridgeport,

Conn.

Letter II.—To a former schoolmate, from a little girl who had always lived in New York, and who has now removed to the country.

Letter III.—From a little girl, to a schoolmate who is sick in bed.

Letter IV.—From a little girl to her cousin, telling her of the death of a pet dog.

Letter V.—From a little girl to her grandmother, who has gone to Florida for her health.

SIXTH GRADE.

Letter I.—To a schoolmate, asking her to lend you a book.

TOPICS.

1. Tell how simple your school work is, and how, consequently, you find much time for reading.
2. Tell what kind of stories or books you prefer to read, and how difficult it is to get enough to supply your wishes.
3. Ask if she can lend you a book.
4. Promise to take care of it, and to return it.
5. Offer to lend some other book in exchange.

1550 First Ave., New York,  
Feb. 17, 1888.

Dear Christina :

My school lessons are so easy, and I study them so quickly that I have a great deal of spare time. I have read all my books through, and as I have much time for reading, I would like to read a book about travelers. If you have one, will you please lend me it? I shall take great care of it so as not to soil it, and I shall return it as soon as I have finished.

Would you please lend me your fairy tale book, after I have finished the book of travel? I remain,

Your loving friend,

JULIA YELINEK,  
Class F1,  
Age 12.

MISS CHRISTINA SCHADT,  
416 East 88th Street,  
New York, N. Y.

Letter II.—To a friend asking her to spend the Thanksgiving or Easter Holidays with you.

Letter III.—To your uncle, who is captain of a vessel which has sailed to China.

(This subject furnished me with some very fine work last term.)

Letter IV.—To a sister, who has gone to remain with an aunt who is bed-ridden.

Letter V.—To a brother at boarding school.

FIFTH GRADE.

Letter I.—To your mother, who is away on a visit telling how affairs at home are going on without her.

TOPICS.

1. Tell her how you miss her, but how hard you are trying to supply her place, so that she need not be worried.

2. Tell her any news about the members of the family.
3. Tell her anything she would wish to know about the household, the kitchen, the servant, or any other home news.
4. Tell her of anything new that has occurred in your circle of friends.
5. Ask particulars about the visit.
6. Tell her, in closing, to stay away as long as she wishes, because you will do your best to keep things in order at home.

327 East 84th St., New York,  
Feb. 3, 1888.

Dear Mamma :

We received your long expected letter, and as soon as it was handed to me I read it and then answered it. Last Thursday night, while we were sitting at the table and were very quiet, little Charlie spoke and said, "Is it not lonely here when mamma is not home? She always told us such nice stories."

Dear mamma, it really is very lonesome without you, but I try to fill your place as well as possible. Papa speaks of having the house painted before you come home. Mag takes Charlie out almost every day, and he enjoys the walk very much.

How are you enjoying your visit? Are Jane and Fred well? I suppose they are quite large now, for it is nearly three years since I last saw them. Stay as long as you like, for everything here is in good order. Hoping that you are well, I remain,

Your loving daughter,

<p>MRS. C. TISCH, 1625 Bathgate Ave., Tremont, N. Y.</p>	<p>NETTIE TISCH, Class E2, Age 11.</p>
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Letter II.—A note to accompany a birthday gift.

Letter III.—To a brother, who is a cabin boy upon a European Steamer.

Letter IV.—A note acknowledging a birthday gift from a friend.

Letter V. To your father, who is in Europe on business, telling him of your progress in school.

#### FOURTH GRADE.

Letter I.—To a friend in Washington, describing a visit to Central Park.

#### TOPICS.

1. Acknowledge the receipt of her last letter, and give some good reason for not having replied to it before.
2. Make inquiries about any of her relatives or friends with whom you are acquainted.
3. Ask what she does with her time after school, and inform her that you usually take a long walk.

4. Describe your last walk through the park. Give its limits; one or two of its best known walks and buildings; who provides for its support, etc.

5. In closing, ask her to describe in her next letter to you, some prominent building in Washington.

123 East 94th St., New York,  
Feb. 10, 1888.

Dear Friend:

Your letter was received last week, and I should have answered it immediately, but promotion took place, and I was very busy at home and at school. I hope you and your family are enjoying good health, and that you are having a pleasant time in Washington. I am anxious to know what you do with your time after school, and also to have you tell me about the Capitol; I suppose it is very large and grand.

After school, I generally take a walk in Central Park. It extends from Fifty-ninth to One-hundred-and-tenth Street, and from Fifth to Eighth Avenue. There are not so many flowers there now, because it is so cold, but I delight to wander around the lakes, and to walk through the galleries of some of the large museums.

I have read a great deal about some of the large buildings in Washington, and I should like you to tell me something about them. I hope you will visit me next Spring, and it will give me great pleasure to show you the Park. With love, I remain,

Yours sincerely,

SADIE CALLAHAN,

MISS LILLIE CLARK,  
52 S. Eighth St.,  
Washington, D. C.

Class D<sub>2</sub>  
Age 14.

Letter II.—To a friend, describing some book you have recently read.

Letter III.—To a friend, describing some large picture you have recently seen.

(Announce this subject some few days in advance, so that the children may visit the Museum of Art, or some other gallery, to examine some painting with a view to describing it.)

Letter IV.—To a classmate, apologizing to her for having made a remark which hurt her feelings.

Letter V.—To a friend, sympathizing with her on her mother's illness.

#### THIRD GRADE.

Letter I.—To a brother, living West, congratulating him on his approaching marriage.

#### TOPICS.

1. Tell him how pleased you felt when you heard he intended to marry.

2. Ask any particulars about your future sister-in-law, and say how anxious you are to meet her.
3. Express your regret at not being able to attend the wedding, and give the reason for your absence.
4. Offer your congratulations, and close with good wishes for the young couple.

446 East 85th St., New York,  
Feb. 3, 1888.

Dear Ralph :

Last Saturday we received your welcome letter, which told of your approaching marriage. I was very much pleased to hear of it, though not more so than mamma and Mabel. Where does your future wife now live, and will you live East when married? You did not tell us that. I hope you will soon come East with her, as I am very anxious to meet her. Mamma wished me to express her regret, in my name, at not being able to go to the wedding, as she thinks it will be too great a tax on her strength, and I cannot go without her. Please to accept my congratulations, and my best wishes for health, wealth, and happiness for you both.

Your loving sister,

EDITH DERBY,  
Class C,  
Age 11.

MR. RALPH S. DERBY,  
590 Centre St.,  
Santa Fe, N. M.

Letter II.—To a business firm, asking them to exchange some goods delivered by mistake.

Letter III.—To a dry goods firm, asking them to send samples of dress-goods.

Letter IV.—To a friend, describing some play or entertainment you have attended.

Letter V.—To a friend, describing some natural scenery you have viewed.

(In case you have never traveled, select High Bridge or some other point near home, or read up in your geography the description of some beautiful spot.)

For the Second and First Grades, the work includes all kinds of business or social letters, answers to advertisements, letters of introduction, recommendations, notes of condolence, invitations, acceptances, regrets, etc.

It is not more than six months since I adopted this plan, but already I see most gratifying results. That there is more or less similarity in the letters on the same subject is true, but for the present I shall rest content with the knowledge that my girls are learning to write letters that are clearly and grammatically expressed. When I feel that they have been sufficiently trained in the "mechanism," as it were, of

letter writing, I shall take measures to insure originality by cultivating the faculty of imagination. *Festina lente* applies here as well as in other branches. We attempt no "original designing" in drawing until a certain amount of dictated and imitative work has been done by the pupils. I am applying the same principles to my letter work, and I trust, in time, to be able to train the "average girl" in my school to write not only a "readable" but a really excellent letter.—  
*The Teacher.*

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## CONDITIONS OF PSYCHICAL DEVELOPMENT.

BY ELMER H. STANLEY.

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### V. EXERCISE AND ATTENTION.

Of the master influences that make us what we are, three have already been considered—God's gift, the soul; our inheritance, the body; and our environment. There remains a fourth, and that the one for which we are responsible, viz., our use of what is given us. Our talents may be increased or buried, as we will. We are expected, however, to gain, beside them, more, and each who fails so to do is a "wicked and slothful servant." How to prove faithful is the lesson that Jesus taught, and the law set forth, development by use and loss by disuse, is the law for all creatures, from those of

"the high host

Of stars to the lulled lake and mountain coast."

Use or lose is the inevitable decree, applicable to each of the soul's powers as truly as to each of the body's organs. In the last number of the MONTHLY, Dr. Hinsdale on "The Law of Mental Exercise," points out this great truth and forcibly illustrates it in the case of Charles Darwin.

If the reader has not already read the Doctor's article, let him do so in this connection. No better illustration is needed if one could be found.

And this leads to the last condition that is to be treated in this series. No one can properly use his powers unless he can properly control his psychical activity. For purposes of development as well as achievement, the soul must be able to direct its activities, to concentrate its energies on one object or another as it pleases, and to hold them there for any reasonable length of time.

Sir Isaac Newton said, when complimented on his genius, that if he

had made any discoveries it was owing more to patient attention than to any other talent.

In the "Symposium" of Plato, Alcibiades, with whom Socrates went in a military expedition, is represented as relating the following of the father of Greek philosophy, showing that he possessed this faculty in the highest degree. "One morning he was thinking about something which he could not resolve; and he would not give up, but continued thinking from early dawn until noon—there he stood fixed in thought; and at noon attention was drawn to him, and the rumor ran thro' the wondering crowd that Socrates had been standing and thinking about something ever since the break of day. At last, in the evening after supper, some Ionians, out of curiosity (I should explain that this was not in winter but in summer) brought out their mats and slept in the open air that they might watch him and see whether he would stand all night. There he stood all night as well as all day and the following morning; and with the return of light he offered up a prayer to the sun and went his way." No wonder that Xantippe was a great scold, but it was this power of concentration that made the name of her Socrates immortal. Descartes, Bacon and other such men arrogate much less to their force of intellect than to the method of concentrating their powers of thought.

Indeed, genius itself has been analyzed by some of the shrewdest observers into a higher capacity of attention. Helvetius says, "Genius is nothing but a continued attention." Cuvier says, "it is the patience of a sound intellect, when invincible, which truly constitutes genius." And Chesterfield, in his letters to his son, observes that the power of applying an attention, steady and undissipated, to a single object, is the sure mark of a superior genius." These examples show that he who would accomplish something worthy, must acquire the power of abstracting himself for the time from all disturbing objects, and "live, as it were, a pure intelligence within the circle of his thoughts."

The efficacy of attention is seen in the fact that it is a narrowing of the range of psychical activity, the focusing of the soul's powers on the one object of thought. This gives the impression greater force, vividness, and distinctness, and results in an increase of illumination, thus enabling one to get a clearer perception and understanding of things. Through attention, too, our actions grow more vigorous and this element of energy is an important condition.

The soul must be active and full of vigor if anything is to be accomplished.

Get the pupils' attention by getting them interested and curious, and let them work vigorously while they work. The clock

will probably run without your hearing it tick. As some one has remarked, put the pupils on an intellectual race-course and let them run. As long as they can be brought to a stand when necessary no injury will result. A hundred-pound ability with a ten-pound energy will accomplish no more in life, if as much as a ten-pound ability with a hundred-pound energy.

In consequence of the infinite value of the ability to direct one's psychical activity at will and to concentrate the energies of the soul on the one object of thought, let us notice some of the chief points to be observed in its development. In the first place, the teacher must comply with the laws of attention. He must not give the child a number of disconnected things to do at the same time, nor insist on his keeping his mind bent on the same subject for too long a period. He must also on the one hand heed the effect of novelty, both in the subject and in the method of presenting it, and on the other hand the effect of total unfamiliarity. A new subject, if not presented so as to connect in some way with what is known, will usually produce no interest nor attention. The teacher must also remember that the child's power of voluntary attention is very limited, and that the stimulus must be largely in the objects of thought themselves.

To say to a child "You must give attention; if you do not I shall punish you," is worse than saying it to a stone, and will do no more good. Scolding or harsh treatment destroys the free activity of the child and excites antagonistic and repellant feelings. It is so with every forcing process. Neither can you excite interest and attention by urging duty. To say to a young man or young woman, "You ought to be interested," for one reason or another, might have some effect, but not with the boy or girl. They do not yet feel a sense of duty or obligation, and an appeal to such is not only lost but it often represses or destroys interest. The best way is to begin with something in which the child is interested and lead on step by step. Keep the continuity of thought, and don't permit it to wander off into side issues. Be attentive and full of energy yourself and do not fall into the dull, prosy steps of another. Be original, and instead of giving that old command, "study your books," say to your pupils, "Let us see what we can discover." This is in the line of a natural love—that of discovery, and the pleasure in crying out "I've found it," or "I have it," will lead many a child to say "I won't give it up." Nature is full of objects from which discoveries can be made, flowers, trees, rocks, insects, animals, etc., etc. Introduce your geography with such work and your pupils are full of interest. Set them to learning definitions the first thing and you make them hate it.

Make all your work attractive and you have attention without the asking.

The teacher must remember, in the next place, that attending to an object of thought implies nervous waste. It takes strength to do so, and hence it would be useless to try to enlist a child's attention if he is bodily fatigued or is under the influence of excitement. When a child's stock of nervous force is consumed, he must not by any means be compelled to continue his attention on the object of thought or to fix it on a new one, unless on such as would give rest. Such would be positively harmful. When any one finds himself nervous, as we say, and unable longer to hold his attention to what he would, he should by all means desist from the effort and seek needed recreation.

Again, children must have a suitable place in which to do their work. A window through which a child can look into a busy street will have a very detrimental effect and should be glazed or else the child moved. The sights and sounds of the external world usually have far more attraction for him than what he finds in the world of thought. Hence, in teaching, everything possible should be done to reduce the force of outward things.

Dr. Holmes, in "The Poet at the Breakfast Table," says that the egg is the form he would choose for a thinking cell. "Build me an oval with smooth translucent walls, and put me in the center of it with Newton's 'Principia' or Kant's 'Kritik,' and I think I shall develop 'an eye for an equation,' as you call it, and a capacity for abstraction." Then when the astronomer asks what there is in that particular form which would help him be a mathematician or a metaphysician, he replies, "It isn't help I want, it is removing hindrances. I don't want to see anything to draw off my attention. I don't want a cornice, or an angle, or anything but a containing curve. I want diffused light and no single luminous center to fix my eye, and so distract my mind from its one object of contemplation.

So then, we have the exercise of the powers as a necessary condition of their development and attention as the better part of all psychical power. Therefore, teacher, make it a point to exercise all the child's powers, and do your utmost to aid him in acquiring by early and continued exercise the habit of attention.

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As in political economy, so in intellectual life, import and export must be equal—study and reflection must keep pace with expression.

## **S TEACH PATRIOTISM AND LOYALTY.**

From an address before the Normal College of New York City, by George Cary Eggleston, on the occasion of the presentation of two beautiful American flags, on behalf of the *Commercial Advertiser*.

The schools are maintained at great cost to the taxpayers simply for the purpose of training up the boys and girls to be good American citizens. It follows that the schools should, first of all and above all, see to it that the boys and girls are taught to love their country, to feel a reverend pride in its institutions and to be ready stoutly to defend them, not only against open enemies, but equally against every false doctrine or idea that may insidiously threaten the spirit of American liberty.

But even that is not enough. It will be your duty, as teachers, not only to stimulate a love for the country and its flag in the minds of your pupils, but to teach them what it is that the flag stands for, what ideas underlie our system of government and upon what principles our institutions rest, in order that their patriotism may be open-eyed, intelligent, and not blind and stupid.

At first thought, this seems a hard requirement of young women charged with the instruction of large classes of boys and girls who are not always very bright or quick; but if you begin by arousing the enthusiasm of patriotism in the children you need find little difficulty in giving them a very sound and clear conception of the principles of our free system, which will serve them as a touchstone by which to test every act, every purpose and every course of conduct or of legislation. The matter is really very simple—so simple that the least intelligent of your pupils may easily be made to understand it if it is presented in the right way; and our reason for singling out this school of teachers for to-day's presentation is that we thereby secure an opportunity to get at the fountain head of public school instruction, with some hints of what to teach in this respect and how to teach it. To that end your honored President has asked me to outline to you what I recently sketched to him in conversation, namely, a simple and easily-grasped explanation of the way in which our system of government is deduced from a single great truth.

Most of what I shall say to you is the mere A B C of the matter, and is, of course, perfectly familiar to you; but it is often well to recur to the simple rudiments of things, for the sake of clearing our understandings.

The fathers of this republic began by setting forth one broad and comprehensive truth—that all men are created equal, and are endowed

by their creator with certain unalienable rights, among which are life, liberty and the pursuit of happiness. Out of that single truth all our institutions have grown, and our whole system of government is simply a device designed to secure the application of that sound principle in the practical conduct of human affairs.

If all men are created equal, and are endowed by their creator with the unalienable rights of life, liberty, and the pursuit of happiness, then no man can have the least right to interfere with the perfect freedom of another in matters that concern only that other. Every man has a natural right to do as he pleases in matters that belong only to himself. His liberty is absolute, perfect, complete, knowing no bounds whatever except such as are created by the equal rights of others. I may do in my own affairs precisely as I please, so long as in doing as I please I do not abridge the equal right of any other person to do as he pleases. That is a simple statement of what every human being feels to be a truth; every child can understand and accept it, because every child is daily and hourly asserting it and acting upon it, and requiring his school-fellows to recognize it.

And yet, simple and obvious as this truth is, it is the keynote of all our American institutions, the foundation stone of this republic. Our system is built from bottom to top upon the idea that every man is absolute master of himself, possessed of a natural right to live his life in his own way, to make such uses as he pleases of his opportunities, and to enjoy the fruits of his own industry in whatever manner he sees fit, so long as in doing so he does not trespass upon or abridge the equal liberty of others. The law of liberty is that it is the function of government to protect and defend all citizens in the perfect enjoyment of this liberty. But if each individual has a complete right to manage his own affairs in his own way without interference on the part of any other person, it follows of necessity that the people of each local community have a precisely similar right to manage those affairs that concern that community and concern nobody else, in whatever way they may see fit. No other local community may interfere with them because the matters in question do not concern any other local community. The larger community of the state or the nation is for the same reason without the right of interference; and no objecting individual within the local community concerned has the least right to override the decision of the whole, because affairs that concern the whole of the community belong of right to the whole community to control, and not to any individual in it. Thus every rural town, according to the American idea, has a right to manage its own town affairs in its own way. Not only may no other town inter-

fere with it, and no individual of its own population abridge its rights, but the state and the nation are equally bound to let it alone in the conduct of affairs that concern only itself.

This is what we call the right of local self-government, and it is nothing more or less, as I have endeavored to suggest, than a larger application of the doctrine of individual liberty under the rule of equal rights.

Applying that doctrine in a still wider field, we find that in all affairs that concern an entire state and only that state, it is the right of the state, in the constitutionally appointed way, to decide as may seem to them best, their decision binding all local communities and all individuals within the state. In such matters, neither the national government nor that of any other state has a right to interfere with the perfect liberty of the state, because the matters in question do not concern the nation or any other state.

In the same way, the national government, representing the people of the entire country, has an exclusive right to deal in its own way with affairs that concern the entire nation, and the people of every state are bound by the national decision, however repugnant it may be to their desires or their notions of policy. To put the whole matter in a sentence, the rule of liberty is that each unit, from the individual to the nation, is free to do as it pleases in its own affairs without interference or control from any other unit, whether greater or smaller than itself.

To secure the free exercise of these rights we have local, state and national governments. The authority of local governments is defined and the manner of its exercise prescribed by the state, which is rightfully concerned with the work of securing orderly local government to all the people within its borders. The authority of state governments and state legislatures is regulated and defined by state constitutions, created and established by the people of the state. The national government was instituted by the united action of the states, and its authority was conferred upon it by act of the states. Its powers are granted to it in a written constitution, and all powers not conferred upon it by the provisions of the constitution are expressly reserved to the states and to the people. Thus the plan of our government—as of all free government—is perfectly simple and consistent. The rule is that every affair is to be controlled, without let or hindrance, by those whom it concerns. The individual has exclusive control of his individual affairs; the people of each locality, of all local affairs; the state, of state affairs; and the national government, of national affairs.

Surely such an outline of our system of government and of the way in which it is built upon a single truth can be presented, more or less fully as circumstances may suggest, to the minds of children in so simple a fashion that they shall have no difficulty in understanding it. Inasmuch as the children whom you are to teach, must presently bear their part in the conduct and administration of the republic's affairs, the possession of such an understanding, it seems to me, is quite as necessary to their education as the cultivation of an enthusiastic patriotism is. Most of the theories and proposals that endanger liberty are supported in perfectly good faith by persons who do not mean to be unpatriotic or unjust. They simply do not see whither their projects tend; they do not understand how entirely every detail of our system is the outgrowth of a principle, and, therefore, they do not see that in seeking the accomplishment of what they believe to be wise and good ends, they may be advocating courses which transgress the fundamental law of our national life, and threaten the entire fabric of liberty.

The trouble is that a very large proportion even of our most patriotic people have never been properly instructed in the principles of our free system and do not understand it. They know nothing of the ideas upon which it rests and have not the vaguest notion of its logical coherency.

It is for you as teachers to see to it that the children placed in your charge shall not pass to the duties of citizenship in a similarly uninstructed condition. It will be your duty to teach them to read and write; to instruct them in arithmetic, grammar and geography; but however faithfully you may do all that, you will utterly fail to render the state the service for which the state pays you, if you neglect to fit your boys and girls for citizenship, by arousing the sentiment of patriotism in their minds, and by teaching them to understand clearly the nature, the purpose and the underlying idea of the institutions which the American flag represents.

I do not believe that you will neglect this great duty and privilege, and I bid you Godspeed in the noble work upon which you are soon to enter as teachers charged with the training up of citizens for the greatest and freest nation on the face of the earth.

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### OUT OF HIS DEPTH.

We were in a country school the other day and noticed what upon reflection we think is not an uncommon case. Two boys not very far along in years recited in the primary arithmetic, and then when the

class in history was called, both stepped out with the others. Surprised a little at this great disparity in classification, we waited with some degree of curiosity to see if either would prove a prodigy in that one direction; but as the recitation proceeded it became quite evident that neither understood in the least what he recited so glibly, many of the words even being empty sounds to him. Surely they are out of their depth, thought we, so we inquired of the teacher at intermission how it happened that the boys were so much ahead of where their years and attainments would place them in this one branch. "Oh!" was the reply, "they finished the Fourth Reader and wanted to take history instead of the Fifth Reader, so I let them do it, although I told them I thought it would be too hard for them."

Now, this is not an exceptional case; we frequently find pupils studying history, and yet in the beginning of the geography or arithmetic. That they are out of their depth is evident from the fact that nearly all of the work is memory work alone. Often they have not enough experience nor elements of knowledge to understand the terms used, such as *party, State, Government, Federal, Constitution, Charter, sedition, bill, compromise*, etc. Just as frequently do we find pupils studying the fifth or sixth reader who can not comprehend the fourth reader. They go along stumbling over the words, getting none of the thought, and, of course, reading about as intelligibly as they could under these conditions. It taxes some teachers' (?) minds to comprehend in their unity and beauty some of the selections in our fifth readers, and is it possible for a pupil not able to grasp the reasoning of the complete arithmetic, to understand these selections? He is out of his depth, isn't he? and must sink or be carried. Worse still, we find pupils reciting the abstruse definitions and fine-drawn distinctions of some highly technical grammar, with no more comprehension of the subject than they would have if it were Greek grammar, and yet not through, and not able to get through, the arithmetic. But, fortunately for our pupils, this is now beginning to be eradicated from the course. Again, we sometimes find pupils far advanced in arithmetic, yet not able to read an ordinary newspaper paragraph without such blundering that it is a matter of discredit to somebody—teacher, parent, or pupil. He is out of his depth.

What are the causes of this? One of the chief causes is weakness of the teacher. In the case above, the teacher evidently made an error in permitting the boys to take history until ready for it. "Yes, but suppose they brought a note from their parents stating that they wished their children to take such, or such a study, or not to take a certain study. What can we do then?" A hard question to

answer satisfactorily. We have known whole neighborhoods to be stirred up and a term of school ruined by this very question. "I don't want Mary to take physiology," or "Please put Johnny in the history class," when generally the reverse of the request is what Mary or Johnny needs. Sometimes a teacher's position is a little precarious, at least for the succeeding term, and it may depend on his pleasing Mary's or Johnny's father or mother. And, in any case, when the fond parent imagines little Johnny is a prodigy and is capable of understanding the calculus of variations or the laws of comparative astronomy before he is out of knickerbockers, it requires nice management on the part of the teacher to sail smoothly along between Scylla and Charybdis. Before answering the question, "How?" let us notice the other causes for pupils being out of their depth. The cause above, weakness of teacher in securing what he knows to be the right gradation of a pupil, is not the most common cause of difficulty like this. More frequently the teacher does not comprehend what equalization of study means, has but little notion of why a pupil in the third reader should be in a primary arithmetic or primary work in geography, does not take in at one view the whole aim of school work in files of studies divided into companies of years. Added to this, many do not know how to work such a scheme—pushing one branch and holding another to keep them equal. Further, if asked why the work is classified as it is, many could give no other reason than that it is the course of study adopted by the county board. There is still another case of pupils being out of their depths, and this requires the most delicate management of all: pupils of some age who, through irregular attendance, sickness, or lack of capacity, though still permitted to stay with companions of the same age, ought really to be two, or even three grades lower.

The effect on the pupil of being out of his depth, is complex; it is pernicious in that it is leading him to superficial thinking, to imagining that he is learning what is really far beyond him, to thinking that a memory well crammed is a mind well stored, to be puffed up with the very worst of all conceits, the ignorance that thinks it is wise; it is stultifying in that it really weakens the whole mental being and leads to habits of thought enervating in the extreme; it is injurious to mental digestion and produces mental dyspepsia, so that a dislike for some study may be started which will prevent any true pleasure or interest in that study for years, grammar and history, for instance; it has a tendency to injure the other work and make it just as thin and flimsy. The effect on the parent is first one of pride that his child is so far along, and he praises the teacher to the skies; but when the

undeceiving comes, if it do come, the whole course of public instruction and all the school officers, are swept under one wave of anger and condemnation. One teacher has made his own way easy, and the ways of many others hard. Most of the criticism that the school course is too heavy for pupils arises from some such source as this. The effect on the teacher of the pupil's being beyond his proper depth is to place him in a difficulty hard to manage, to render useless much of his skill in teaching, to discourage him in his efforts, to produce that state of feeling which says, "I don't care, I can't help it," and thus to induce bad habits of teaching. It deranges the school, disorganizes the best plans, creates friction, and thus takes energy which should have been spent on useful work, and, in short, we may say that it develops a problem whose intricacy increases directly with the cube of the time and of the mass of the school.

Here then is the problem; what is the solution? In the first place, the ignorance of the teacher in regard to the why of classified, equalized work must give place to a broad and deep understanding of the laws of mind and the logical arrangement and sequence of studies. The teacher must understand what a deep injury he works if he permit pupils to take studies beyond their powers. But suppose that in spite of his best judgment, he is pressed by the parent to promote the child in this one respect, what can be done? See the parent, and in a respectful, unbiased way set forth why you think it best not to permit the child to go beyond his depth, invite the parent to visit the school for a day and hear his child recite, and in nine cases out of ten, if not oftener, he will yield and leave you to run things to suit yourself. But somebody is to have the tenth case, in which the parent insists on his demand and will be neither argued nor persuaded out of it. Is it wise to brace yourself, say "I am the teacher of this school, and I am going to run it to suit myself," and so bring down the storm? If you can weather the tempest it may do to steam ahead right in the teeth of it, but is not he the most successful mariner who compels the opposing wind to bear him into port? It takes tacking, it is true, but this only develops the skill of the navigator. So in this one case, unless you feel able to go successfully ahead, in spite of disturbing patrons and dissatisfied pupils, it might be wisest to permit the pupil to buy the book, recite in the class, and thus apparently satisfy the parent; but you can make increased demands on the pupil in his other work, compel him to be even in his other branches with his proper grade, and he will soon find the advanced work is beyond him. After he has missed a week or so of lessons in it, notify the parent how things are going, invite him in again, and see if he is satisfied

with the work well enough to stick to his opinion. When he finds beyond a doubt that his beloved son or daughter has gone beyond his depth, he will yield. But there is still a better way than this to evade the difficulty. He is the shrewdest teacher who takes advantage where one would at first sight think none could be taken, and causes every current of opposition finally to turn and flow in his direction, bearing his burdens where he wishes. It is not so much the class he recites in after all. By proper management, a recitation or lesson in history may be made one in reality in reading, or word study, or grammar, while apparently one in history. A grammar lesson well exemplified or illustrated might furnish a most excellent reading lesson, history lesson, or even physiology lesson, by a proper choice of sentences. A lesson in the sixth reader might be made to serve for a word drill, a drill in expression, or many other purposes. A pupil can be taught physiology, grammar, history, reading, or geography in spite of himself or his parents; so too can he be made to learn these things while studying something else apparently. We have seen most excellent compositions written under the delusion of a written recitation, or an examination, in something else. We have seen physiology, zoology, botany, astronomy, even chemistry, taught in an arithmetic lesson. And in this manner the adverse wind is in spite of itself forced to blow us into the port we seek, and with no such strain of timbers as if we had tried to stem it. Of course the teacher must, as he always should, keep his own counsel as to his plans and purposes.—*Ind. Sch. Journal.*

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## ARITHMETIC—HOW MUCH?

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BY L. W. PARISH.

Should the average pupil applying for admission to the high school be presumed to have finished the ordinary Complete Arithmetic? Are there not, in our grammar school arithmetics, many topics which may wisely be postponed until a fair knowledge of elementary algebra and geometry furnishes a better basis for their thorough mastery? Might not the time usually spent in struggling with these difficulties, be better employed in the study of science and literature; and is not the apparent skill of many grammar grade pupils in the solution of these problems very superficial and very short lived? Do we not find such pupils completely at sea on these same problems six months after they cease drilling on them, and that too for the simple reason that they

never really appreciated the principles involved, and their application to the subject in hand?

These and similar questions have for years been facing the intelligent teacher, and they will not be set aside unanswered. Indeed, it is high time that we take decided ground in this matter, and say definitely what topics shall be omitted and what required of applicants for admission to the high school.

It will not do to say that custom demands the mastery of the whole book. Usage must be subject to common sense, and custom, however venerable, must yield to what both reason and experience endorse.

Now we are well aware that schoolmen have not ignored these questions, nor left them entirely unsettled, but it is only a partial solution, to decide, each for himself, or even to practice, each in his own school, though, of course, it is a move in the right direction. So long as only this is done, the majority of grammar grade pupils will remain the victims of Arbitration of Exchange, Circulating Decimals, Alligation Alternate, and kindred topics of small interest and even less practical value in after life, for the average teacher, especially in smaller places, will feel obliged to conform to custom and teach what the book gives. Not until a public and decided stand is taken by a reasonably large and responsible class of teachers, will the "elimination of the useless," as an old friend of mine puts it, be accomplished. With this end in view, these questions were raised last fall at a meeting of the School-Masters' Round Table. For the more thorough ventilation of the subject, a committee was appointed and its report discussed at the spring meeting. In accordance with the report, certain topics were declared, in the opinion of the Round Table, unsuited to the age and needs of grammar grade pupils, and it was recommended that these topics be stricken from the requirements for admission to the high schools of this State. We believe that further discussion of this question may result in a general conviction in favor of still further restrictions.

The following is a list of the subjects discarded, and we hope that every live teacher in Iowa will, so far as his judgment warrants, aid in extending this reform, which as yet has hardly extended beyond the circle of our larger cities, and our most independent educators:

Duodecimals, Circulating Decimals, Annual Interest, Savings Banks, Stocks and Bonds, Surfaces of Solids, Exchange (including arbitration), Equation of Payments and Averaging Accounts, Alligation Medial and Alternate, Arithmetical and Geometrical Progressions,

Similar Plane and Solid Figures, Mensuration of Frusta, Metric System, True Discount, Present Worth, Customs.

The area of the triangle and circle, and the solidity of the cylinder, cone and sphere, should be taught objectively, not simply by rules and formulæ, and applied in a great variety of practical problems. We are not without hope that this work of "elimination of the unsuitable" may become so general, and the agreement as to what shall be required, so universal, that even the book makers may take the hint and give real grammar school arithmetics, in which no topics shall be "taken up" except those suited to the age and needs of the pupils for whom the books are intended.

Gen. F. A. Walker, President of the Massachusetts Institute of Technology, and Superintendent of the last United States Census, recommends that the "mensuration of the trapezoid and of the trapezium, of the prism, pyramid, cone, and sphere, compound interest, cube root and its applications, equation of payments, exchange, similar surfaces, compound proportion and compound partnership, should not be included in the required grammar school course."—*Iowa Normal Monthly*.

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THE TEACHER'S RESPONSIBILITY.—In order that a teacher should be thoroughly devoted to his work, he should be duly sensible of its importance; he should believe that the future character of a country depends upon the education of its children; he should be fully aware that in the soft and virgin soil of their souls he may plant the shoots of poison or sow the seeds of sweet-scented flowers or of life-giving fruit; he should realize the momentous thought that the little prattling, thoughtless children by whom he is surrounded are to become the men of the approaching age. As a necessary consequence of all this, he should carefully look to the predilections of children. That child who is amusing himself with drawing triangles and circles may, under proper training, hereafter become another Pascal; that dirty little urchin who is plucking flowers by the wayside may become the poet or the orator of his age; that thoughtful, feeble body who is watching the effect of the steam, as it blows and puffs from the tea-kettle, may become another Watt, destined to multiply the resources of our national wealth and power; that ruthless little savage who is leading mimic battles of the snow-storm may become (unless his evil tendencies are counteracted by education) another Napoleon, who may seize with a giant grasp the iron thunderbolt of death, and on the wreck of a people's hopes and happiness build himself up a terrible monument of guilt and greatness.—*T. Tate*.

## NOTES AND QUERIES.

"I COULD NOT BUT MOURN."

I do not consider the answer given, on page 272, to Q. 11, p. 225, correct. The sentence is elliptical. With the ellipsis supplied it would read as follows: I could not [do anything] but mourn. "Not" modifies "could do," and "but" is a preposition, having [to] mourn for its object.

H. E. M.

*Lectonsa, Ohio.*

The ellipsis thus supplied does not quite give the sense, and the disposition made of "but" is open to objection, to say the least.—ED.

Q. 1, p. 272.—Teachers who devote a few minutes each day to provide means of useful employment for their pupils will have no occasion to complain of their being noisy and idle.

MRS. ELLA M. HILL.

Give them work that will interest them, in the way of writing on slates, paper, or blackboard.

MYERS.

Q. 2, p. 272.—The center of population in the United States in 1880 was found to be near Taylorsville, Ky., a small village about eight miles from Cincinnati. The center of population is the point at which equilibrium would be reached were the country taken as a plane surface without weight, but capable of sustaining weight, and the inhabitants distributed over it in number and position as they are found at the time the census is taken, each inhabitant being supposed to be of equal weight, and consequently to exert pressure on the pivotal point in direct proportion to his distance therefrom. See *Maglott's Manual*, p. 431.

W. S. JONES.

Answers to the same effect from MYERS, J. W. JONES, and MRS. ELLA M. HILL.

Q. 3, p. 272.—By the adoption of the Thirteenth Amendment, which took effect Dec. 18th, 1865.

A. A. C.

Q. 4, p. 272.—It is owing to the inclination of the earth's axis, which also causes the sun's oblique rays to fall far beyond the North Pole in summer. Take a globe; lay a small rectangular piece of paper with its upper edge (north side of your house) along, say the 41st parallel; let a candle or any object a short distance off to your right represent the sun; hold the globe at about the right inclination ( $23\frac{1}{2}^{\circ}$  out of a vertical) and turn it slowly toward the east; you will see that a ray of light from the supposed sun would strike the north side of the supposed house at quite an angle.

MYERS.

This fact is due to the parts of the north parallels illuminated being greater in length than the parts in shadow. The greater the excess of the lighted part of a parallel over that in the shadow, the nearer the

north point of the horizon will the sun rise and set. This is the cause of the sun shining on the north side of a house mornings and evenings during the summer.

MRS. ELLA M. HILL.

If, on the 21st of June, we were standing on the Arctic Circle, we would see the sun at midnight on the horizon just across the north pole, as the sun on that day shines beyond the pole to the Arctic circle. The sun would shine directly in the north windows of a house situated on this circle, but a little south of the Arctic circle the north pole would hide the sun for a short time, and cause it to rise a little east of the north pole and set a little west of the same. See *Maglott's Manual*, p. 24.

W. S. JONES.

For a full answer to this query see the MONTHLY for May, 1885, p. 222.

WILLIAM HOOVER.

Q. 5, p. 272.—100 percent=cost, and 100 percent—\$24=selling price. From the conditions of the problem,  $\frac{2}{3}$  (100 percent—\$24) =  $\frac{5}{8}$  of 100 percent—\$15. From this,  $4\frac{1}{2}$  percent=\$31, and 100 percent=\$744, the cost of the house.

FORREST HALL.

W. N. WHITE, MYERS, J. W. JONES, and A. A. C. get the same result.

Q. 6, p. 272.—The area of triangle is 290.47 sq. rods. The half sum of sides =  $\frac{1}{2}$  (20+30+40)=45;  $290.47 \div 45 = 6.45$  rods=radius of inscribed circle, and as the plowed strip is one rod wide, we must take one rod from 6.45, leaving 5.45. By similar surfaces we have,  $6.45 : 5.45 :: 290.47 : 245.49$  square rods=unplowed part;  $290.47 - 245.47 = 45$  sq. rods=area plowed.

J. W. JONES.

Q. 7, p. 272.—Bank disc. on \$1 for time, =\$ .021.

Proceeds, at true dis., for time, =\$ .97 $\frac{983}{1000}$ .

True dis.=\$1.—\$.97 $\frac{983}{1000}$  =\$ .02 $\frac{1017}{1000}$ .

\$.021—\$.02 $\frac{1017}{1000}$  =  $\frac{11}{1000}$  of a cent, what is paid on \$1.00 above true interest. The face of the note must contain as many times \$1 as \$4.80 contains  $\frac{11}{1000}$  of a cent.  $\$4.80 \div \frac{11}{1000}$  of a cent=\$11,112.93, —ans.

G. T. F.

W. S. JONES, J. W. JONES, and A. A. COVENTRY get the same result, which agrees with the answer given to the same problem in Ray's Higher Arithmetic.

Q. 8, p. 272.—Infinity; because as the cost is diminished, the selling price remaining fixed, the rate of gain is proportionately increased; therefore, when the cost becomes infinitely small, the rate of gain becomes infinitely large, or infinity.

Jackson Center, Ohio.

MRS. ELLA M. HILL.

To the same effect, MYERS, G. T. F., A. A. C., and W. N. WHITE.

Q. 9, p. 272.—“In” is an adv. and modifies “came.” “At” is a prep. and shows the relation between “crack” and “came in.”

A. N. S.

Same disposition by A. A. C., W. N. WHITE, and MYERS.

Q. 10, p. 272.—“Me” is a noun in the nominative case, subject of the sentence.

W. N. WHITE.

To this agree MYERS, A. A. C., A. N. S., and W. S. JONES.

This department will take a short vacation. The next issue will contain the papers and proceedings of the meeting of the State Association.—ED.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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### THE MONTHLY.—PREMIUM OFFER.

The institute season is again approaching. Many of the longer terms will open before another issue reaches our readers. The MONTHLY hopes to renew old acquaintances and make many new ones at these gatherings. It expects to have a representative at each institute, and trusts that its friends will give encouragement and aid, as far as practicable. Every good word at the right time will have its effect.

We offer the following

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We wish all our readers a pleasant and restful vacation, and abundant success in future labors.

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This number appears a little earlier than the usual date, in order that it may reach subscribers before the meeting of the State Association. This will explain why some contributions intended for this issue do not appear.

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The first report from the State School Commissioner's Office, under Dr. Tappan's administration has made its appearance. It is notable chiefly for its brevity. The volume is less than half the usual size, with but two pages from the Commissioner's pen, besides the usual statistics. The last twenty pages contain the school legislation since 1883.

Dr. Burns, in his last annual report to the Dayton Board of Education, holds the truth concerning examinations, in these words :

"A searching examination, for which pupils have not been word-crammed, is not, I think, a bad thing. It is, I am convinced, a good thing; the teacher's work and the pupils' work alike are tested by it; but the pupils' power of thought, as well as the temporary grip of their memories, must be tested. On the other hand, an exclusive memory test of exclusive memory teaching, in any grades above the lowest, encourages the narrowest kinds of teaching and relegates thinking to the 'limbo large and broad' of unused capacities."

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Superintendent James, of Omaha, alluding to the sketch of Dr. Anson Smyth which appeared in the May number of the MONTHLY, thus emphasizes one thought contained in it :

"One of your sentences strikes me forcibly. It has stirred me to write this letter. It is this : 'He put high value upon force of character and good sense in the teacher; and where he found these qualities, he was disposed to give full scope to their exercise.' This was Dr. Smyth's strong point. We do not think enough of it. What are 'methods' and 'psychology' to force of character and good sense in the school room? Keep this thought in mind, ye school superintendents and editors of educational journals. It is a very valuable one."

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The friends of popular education in Cleveland have reason to take courage. Ever since the removal of Mr. Rickoff from the superintendency, a spirit of dissension and distrust has prevailed in Cleveland regarding school matters, seriously threatening if not actually impairing the work of the schools. But wiser counsel begins to prevail, and the school atmosphere seems to be clearing up. We made mention in our last issue of the unanimous re-election of Superintendent Day. Since that time, the Board has taken action which will greatly strengthen Mr. Day's hands and tend to inspire confidence in the present management of the schools. At the regular meeting, June 4, Superintendent E. F. Moulton, of Warren, Ohio, and Superintendent William Richardson, of Sedalia, Mo., were, upon the recommendation of Mr. Day, chosen supervisors or assistant superintendents, for a term of two years. They are men of character and influence, and both have had large experience in educational work. The Cleveland schools will now be under wise and skillful direction, and we predict for them a period of great prosperity.

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"Oh wad some power the giftie gie us  
To see oursel's as ithers see us!  
It woud frae mony a blunder free us,  
And foolish notion."

If teachers could see themselves as their pupils see them, it would often send them down into the valley of humiliation. Here is a looking-glass, in which, if you will look, you may be able to see something of yourself :

"A boy of fourteen said, the other day, to the master of a school, to whom he had been sent because of his misdemeanors, 'I can be a good or bad boy, just as I choose; but my teacher is to blame part of the time. She lets her

temper fly at times, and I fight back with the same weapons; and I always get beaten. If she would be patient, why, I would be, too; and it don't cost much for a teacher to say kind words. She snarls at all for the bad conduct of one or two, and that sets me against her'."

Do you recognize the picture? It is not very pleasing, but it will do you good to look at it. It may suggest that high qualities of mind and heart are needed in the teacher. And if it prove an incentive in the super-human task of ruling your own spirit, it will not be without profit.

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The Boston *Herald* advocates the establishment of a new grade or department of the public school system, between the grammar school and the high school, the purpose of which shall be to teach the rights and duties of citizenship; attendance in this department to be compulsory, or at least a condition of voting and holding office. The proposition is rather a novel one but it is not wholly unreasonable. The right of the state to maintain schools at public expense being based on the state's need of good citizens, it is a reasonable demand that the schools be so conducted as to attain the end sought. Whether the end would be best attained by establishing a separate department for this kind of instruction, or by giving such instruction an appropriate place in the regular course, may be an open question. There can be but one opinion concerning the desirability of some scheme of instruction and training in the direction indicated. It should include the general and political history of the country, the constitution of the United States and of the pupil's own State, the relations and obligations of the individual to society, and the elementary principles of ethics and political economy; and every school-room should be constantly filled with such an atmosphere of patriotism and loyalty as to become part and parcel of every pupil's life and character. If all the teachers in the land were themselves filled with an enthusiasm of patriotism and loyalty there would go forth from the schools a spirit that would speedily overcome and destroy the spirit of disloyalty and anarchy which threatens the life of the nation. The subject is one which appeals strongly to the patriotic teachers of the land.

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A writer in the June number of *The North American Review* says that our school system is closely wound about with red tape, that teachers and pupils alike suffer from the ill effects of constriction. Teachers have become automatons. It is rare to find in the public schools a living teacher. The supply is practically limited to the young inexperienced girl graduates that swarm out of the high schools and normal schools. These "girl graduates go into the schools feeling that they have a right to the empty places, and their crude and machine-like work, modeled solely on what they have seen, serves only to intensify the constantly accumulating evil tendencies of our schools." "The old race of pedagogues, who came directly into contact with the minds of the children, and fashioned not only the mental powers, but also the characters of their pupils, is dying out."

It is the old story again. "The former days were better than these." Let us revive and restore the "old race of pedagogues," and let us put away the "graduates" who have "seen" something on which to model their work. Let

us return at once to the log school-house, with its puncheon floor, slab benches, and greased paper windows; and let us have the "old race of pedagogues," who can hear the little ones say their A B C and do the hard sums for the big boys. Away with all this modern nonsense learned at the normal schools, and let the children be taught to say their lessons as our grandmothers said theirs. For "the former days were better than these."

Soberly, it is true that a good deal of human imperfection attaches to the schools. There is always a tendency to formalism and routine in education, as there is in religion. But we doubt whether there was ever a time when there was so much of thoughtfulness and originality among teachers as now—so much of the spirit of true teaching. Many of the teachers are young girls, to be sure; but it is gratifying to know that a large number of them are graduates, and that some have had normal school training, implying a higher grade of scholarship and a better understanding of the business of teaching than formerly.

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#### HATTIE A. SILL.

The subject of this beautiful memorial of the Akron teachers was graduated from the Akron High School in June, 1878, and taught in the Akron schools from that time until laid aside by her last sickness. Nothing is said in this memorial, concerning her, in exaggeration. Her spirit was too pure to tarry here long.

#### IN MEMORIAM.

On Wednesday evening, June 6th, 1888, Miss Hattie A. Sill died at the home of her mother, Mrs. Helen Sill, 305 W. Center St.

At the close of the first half of the present school year, Miss Sill asked and obtained from the Board of Education a leave of absence. We well remember the Saturday morning, she, with the corps of teachers, met at the Superintendent's office in the closing work of the first five months. In her usual cheerful way, she passed from one to another saying, "I am going to rest for a few weeks. I will soon be strong again."

The mother's home afforded every possible help and rest to the weakened daughter, the best medical skill was employed; but after two brief weeks, she became too ill to leave her bed, and for sixteen weeks the silver cord has been loosening; the watchful eye of love could not be deceived, Hattie would never be well again, never again to take up the work she loved so well. Just as the school year was ending, we were called upon to lay her away.

During these weeks of pain, weariness, and weakness, no word of murmur or complaint was ever heard. The same tendency to pleasantry which gave such a charm to every circle of which she was a member was manifested to the close of her life. Hattie had a good mind richly endowed. Her position in our schools was no sinecure.

Whenever we were discouraged, she gave the encouraging word. When we were wearied, she gave the cheerful word. Whenever overburdened, she helped to lighten the load—thus carrying the spirit of the Master with her, doing what she could for others.

In the accumulated obligations of the grades of our public schools in which she taught, she stood before her pupils as one of whom it can be said she was

"born to command," winning in a remarkable degree the warmest love and admiration of the members of her school.

In discipline she excelled, always securing from the most unruly girl or boy complete obedience, instilling with the discipline a clear conception of right and wrong.

She had known sorrow, but as "the night brings out the stars," so her afflictions seemed to develop all the bright and lovely and noble in her nature.

On Friday, June 8, at 4 o'clock, she who had been so wearied in the flesh and who had cried for rest, was carried by loving hands to lie by the grave of her father, who preceded her by a few years.

Her associate teachers followed their loved companion to the grave where their flowers and tears mingled together on the bier, as these words were spoken by the superintendent:

"Fellow teachers:—Our ranks have been broken by death. One of the brightest and best has been taken from us.

"Sad as it may appear, the bodily separation is final. It will continue throughout eternity. Let us, therefore, place on the casket of our departed and beloved co-worker our last offering, our final tribute. Let us crown Hattie's mortal remains with the emblems of uprightness, patience, fidelity, courage, integrity, virtue and purity—the symbols of respect, esteem, friendship, love, hope, immortality, and everlasting rest and peace."—Maggie Bender, High School; Carrie McMillen, Jennings; Mrs. S. C. Lake, Bowen; Lida Dussel, Henry; Fannie Sisler, Spicer; F. M. Plank, Kent; Anna Hollinger, Allen; Maud Derthic, Howe; Mrs. S. P. Bennett, Crosby; Sarah I. Carothers, Perkins; W. V. Rood, High.

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#### REASONS FOR ATTENDING THE STATE TEACHERS' ASSOCIATION.

There are certain teachers who need no urging to attend the State Teachers' Association. In fact, teachers who could only be kept away by some more imperative duty. In addition to the professional spirit which influences them to attend, they have formed, by regular attendance upon the meetings, friendships which it is very pleasant to renew year after year.

A greater number of city superintendents belong to this class than we find from any other class of teachers. The superintendents who are conspicuous by their absence are very rare. There are numerous reasons for this. In the first place, a man of ordinary mental powers cannot mingle with others of his craft without learning something useful. He realizes that there is not only something for him in the papers and discussions,—and this year the subjects selected are certainly practical in the best sense of the word,—but that he can gain and give in conversation information concerning very helpful plans that might not be gathered in a year in any other way. There is not a narrower superintendent to be found anywhere than one who thinks his own ways are perfect, and that he cannot learn anything from his brethren.

Another reason that so many superintendents will be found at Sandusky, June 26, 27, and 28, is that the superintendent realizes that in a business way it is money safely invested. He cannot afford to lose his standing among the

leaders in the work of the common schools of the State, and this can be lost by successive absent marks. When the dark days come, through courageous unwillingness to sacrifice one's party principles to hold one's place; through a manliness which will not allow one to use his church relations as a means of keeping his situation; or through having neglected to join secret societies, all strongly represented in the Board of Education, what better thing than to be well and favorably known by those who represent every part of the State, and are willing to give all the information in their power without charging a percentage on one's salary if a place be secured.

The only fault I find with the majority of superintendents, so far as our State Association is concerned, is that they do not urge their lady teachers to attend. When programs are sent them for distribution they too frequently consign them to their waste basket, "too busy to be troubled to send them around." I have never yet heard a good reason given by these gentlemen for their failure in duty in this respect. The alleged reason in one case was that the ladies, as a rule, do not receive large salaries, and that the tender-hearted superintendent does not, therefore, like to ask them to take anything out of what they might wish to spend for their summer amusement. I have never yet attended a meeting of the Association in which instruction and amusement were not combined.

Seriously, sister teachers, for I am going to speak to you now, this is no reason at all. It is the best possible plan to keep you on small salaries. If you fail to cultivate the professional spirit, a spirit that gives you so vital an interest in your work that you are unwilling to lose anything that gives you light upon it,—I can picture for you the classes to one of which you will belong in a few years. I am perfectly willing to admit that there may be some exceptions to the rule,—there are some poets born not made, and it sometimes happens that years after the death of such poets, there is an effort made to prove that they did not write their own poetry at all,—but these exceptions are rare.

It may be that you are young, bright, and attractive, and that these qualities are doing a good work for you now. But wait a few years, and if you have not improved yourself by every means in your power, if you are not married, your superintendent or directors will be thinking, and indeed sometimes saying, "I wish she would get married!" And maybe in your heart of hearts you are tired of your work and wishing the same thing although you would not for the world confess it. Time goes on, and since you have not advanced professionally, and have remained all your life in one place,—perhaps working with a degree of faithfulness,—an ungrateful public will speak of you as a pensioner. I don't excuse the unkindness of the remark, but I do say that in a certain sense you have brought it upon yourself.

But it may be that this is not the portrait of your future self. You may, after having lost some of the fresh thought that you brought to your work as you came from your studies, become one of those teachers who have a sort of local reputation as "good teachers" because they have learned to be excellent drillers for the tests of some particular examiner. Teachers are these who seldom inspire in their pupils any love of learning, and who will have the fate sometime, when under less mechanical supervision, of losing, if not their places, their reputation as good teachers. From thinking men and women

they may receive a certain kind of respect which hard work always commands, but it will be mingled with a sort of pity for their tread-mill existence. If you are a young teacher I should like to do something to keep you from joining a class against whom I always feel a sort of indignation for their large share in keeping our work from becoming with the many what it is with some, the most liberal of professions. Lady teachers, however, cannot gain the full benefit to be derived from the Association by coming one year. It is true that in that year something valuable may be learned, and that it will be a pleasure to see the recognized leaders of public school work; but one must come often enough to become acquainted to have the full pleasure of the meeting.

There is not a teacher in the State so young or inexperienced as not to be welcome. There is only one subject on the program that is not of as much importance to the teacher of the ungraded school as of the graded; and it, of course, must be interesting to any one who takes a broad view of his work. There are subjects that concern even more vitally the teachers of the ungraded schools, and they should come and make themselves heard in the discussions. Those persons who would persuade the country school teachers that there is a dividing wall between them and the earnest workers in graded schools, it seems to me, intentionally misrepresent for some selfish personal reason.

There are questions that especially interest the high school teacher and the college professor. It is the fault of both that more has not been accomplished hitherto in the discussion of such topics. A college professor said recently that a high school principal had remarked to him that if committees to report on the harmonizing of high school and college courses of study had been appointed from the high school teachers and college professors, instead of from the superintendents, an agreement could have been reached long ago. It seems to me that there is a valid excuse for these committees' having been appointed so frequently from the superintendents. High school teachers do not attend the Association in as large a ratio to their number as they should. They do not make themselves felt in its discussions and its general work as their intelligence makes it incumbent on them to do. They will get places if they make themselves fit for them. One reason, perhaps, for the absence of those not aspiring to the position of superintendent is that many do not live in Ohio and naturally have an eagerness to return home at the close of the school year. I have wondered if something is not lost in this way; and if, other things being equal, it would not be better to select teachers whose interests are wholly identified with the schools of our State. I cannot imagine any one who ought to be more concerned in having the work of the grades well done than the high school teacher. I cannot think of an educational topic in which he ought not to be intensely interested, standing just where he does in the field of education. He, of course, means *she*, too. Some time, I am going to write a very plain article about this class having, in the opinion of one belonging to their number, some of the greatest virtues and some of the greatest deficiencies to be found among teachers.

But what about the college men? Have they no work to do among the teachers of Ohio? If they can gain nothing from us, can they give nothing to us? Some of them do not know us at all. Some we do not know even by sight. There is no doubt that they are losers by this, as well as we. Before I was in high school work and had the interest that comes from sending boys away to

college, as a young teacher I had more regard for two colleges in our State than for any others. I have looked into the reasons for this since and I know that one reason was because I had learned to look up to certain men representing those colleges, at the meetings of our State Association, as leaders in educational thought.

The distinguished gentleman who will deliver our annual address has selected a subject that must, from its very nature, be of interest to all engaged in higher education. Then let all come and give him an audience that will be truly representative of the different departments of educational work in our State.

To young teachers who have never heard Dr. W. T. Harris, I would say that you ought to feel a desire to see and hear one of the acknowledged leaders of thought in our whole country. But you will notice that we have provided something especially for primary teachers. No one has been forgotten.

In conclusion, let me whisper that recreation has not been forgotten; that there is to be a delightful excursion on the bay, in charge of Sandusky people who know how to make a success of it; and that I know from having heard it what sweet music that city can furnish, all of which is promised on the best of authority.

We want to make this year's meeting tell for good in every county,—yes, in every district of the State. Come and be cheered by the good fellowship that will be extended to all at Sandusky.

MARGARET W. SUTHERLAND.

## EDUCATIONAL INTELLIGENCE.

—Coshocton people are erecting a fine new high school building.

—May 25th was observed as "Ohio Day" by the New Lisbon schools.

—The Holmes County Institute opens July 16 for a four weeks session, with L. D. Bonebrake, D. H. Campbell, and J. A. McDowell as instructors.

—Forty-five pupils have been graduated from the schools of Willoughby Township, Lake Co., in the last three years. What other township in the State has done as well?

—Teachers during vacation, farmers' sons when work is slack on the farm, and any others not fully and profitably employed, can learn something to their advantage by applying to B. F. Johnson & Company, 1009 Main Street, Richmond, Va.

—The first public school commencement at New Concord was held June 8—fourteen graduates. The editor learned his A B C in the village school at New Concord, more than half a century ago, and subsequently learned his *hic, hæc, hoc*, at the little college in the same village.

—The Ohio committee on transportation, of the National Educational Association, has issued a circular giving very full information concerning the excursion to San Francisco. Write to C. C. Davidson, Alliance, H. W. Compton, Toledo, or George A. Howard, 137 Walnut St., Cincinnati, Ohio.

—Profs. Tuttle and Derby, of the Ohio State University at Columbus, visited

our Public Schools on Thursday last, for the purpose of investigating the standard of work in the High School, with reference to admitting graduates to the University. We are not surprised to learn that the result of their visit was very satisfactory. Prof. King, of Oberlin, also visited our schools.—*Chardon Republican*.

—“Our Young Folks' Reading Circle” is a national organization for the encouragement and direction of good reading among the boys and girls. It is under the direct management of S. R. Winchell, with headquarters at 185 Wabash Avenue, Chicago. The Board of Directors consists of Rev. Lyman Abbott, William H. Rideing, Dr. John Bascom, Frances E. Willard, Mary A. Livermore, and Prof. J. W. Stearns. The organization gives promise of great good to the young people.

—Commencement at Dresden occurred May 29th, with five graduates from the High School and three from the Normal Class. The Normal Class is something new in Dresden. Last summer, Prof. Palmer planned a normal course, to be taken up by those who wish to become teachers. The year's work includes a review of the common branches, readings in Theory and Practice, talks on Methods of Teaching,—in fact it gives just the help a young teacher needs. Next year, the course will be somewhat extended. Dresden has a live man at the head of her schools. D.

—N. E. O. T. A. The Spring meeting was held at Canton, beginning Friday evening, May 25, and continuing through the following Saturday. At the evening session, a large audience of teachers and citizens listened to an excellent address by Rev. Dr. Muller, of Canton, on The Modern Schoolhouse and School Master. Saturday's program was as follows:

Inaugural Address.....	Samuel Findley, Akron, O.
Economy of Time.....	Rev. Sylvester F. Scovel, Wooster University.
Voice Training from a Physiological Standpoint.....	.....
.....	Prof. M. L. McPhail, Canton, O.
Manual Training in the Cleveland Schools.....	.....
.....	Newton M. Anderson, Cleveland.
Class Recitation by D Primary Pupils .....	Miss Lizzie Cook, Canton.
On the Imagination.....	Prof. Geo. H. White, Oberlin College.

This program was fully carried out. Excellent music was furnished by pupils of the Canton schools, under the direction of their music teacher, Mrs. Emma Excell-Lynn. In connection with the address on Manual Training, Mr. Anderson made an interesting exhibit of work done in the various departments of the Cleveland Manual Training School. At the urgent request of the executive committee, Superintendent Lehman placed on exhibition in the various rooms of the elegant high-school building, in which the meeting was held, specimens of work from the various departments of the Canton schools. This was an admirable display. The slate work of an entire class of first-year primary pupils could scarcely be surpassed. The class recitation, conducted by Miss Lizzie Cook, one of the Canton teachers, was a marvellous exhibition of what skillful training can do for the little ones in a single year. We fear it was too good. We could not but wonder what the after effects of such tension of tender nerves and brains.

Important action was taken by the Association at this meeting, looking to-

ward active work for the future. A committee, consisting of H. M. Parker, Elyria, L. W. Day, Cleveland, and E. A. Jones, Massillon, was appointed, to make investigation and report concerning the desirableness and feasibility of making manual training a part of the public school course, with authority to incur necessary expense in making observations and collecting information.

Another committee was appointed, consisting of E. F. Moulton, Warren, F. Treudley, Youngstown, and Geo. H. White, Oberlin, on civics in public schools, to devise and report a scheme or plan of instruction and training in the rights and obligations of citizenship.

It is expected that these committees will make thorough work, and that their reports will shed clear light on these two important subjects.

The exercises, as a whole, were interesting and profitable, indicating that this pioneer association of its kind, after an existence of nearly twenty years, has still a vigorous life and more work before it.

—COMMENCEMENTS.—Millersburg, June 8—8 graduates—J. A. McDowell, superintendent. Westerville, May 25—12 graduates. Canal Dover, May 25—6 graduates—10 cents admission charged. Wooster, June 21—32 graduates—W. S. Eversole, superintendent. Berea, June 1—8 graduates. Springfield, June 14—34 graduates. New Bremen, May 24—3 graduates. Plain City, May 24—3 graduates. Ravenna, June 14—8 graduates—D. D. Pickett, superintendent. Medina, June 14—21 graduates—J. R. Kennan, superintendent. Salem, June 7—4 graduates—M. E. Hard, superintendent. New Lisbon, June 8—6 graduates—W. H. Van Fossan, superintendent. Wellington, June 14—16 graduates—R. H. Kinnison, superintendent. Monroeville, June 7—8 graduates—W. H. Mitchell, Superintendent. Wakeman, June 1—7 graduates. Garrettsville, May 29—9 graduates—J. J. Jackson, superintendent. Norwalk, June 20—22 graduates—W. R. Comings, superintendent. Fostoria, May 25—10 graduates—W. T. Jackson, superintendent. Bellevue, June 7—13 graduates—E. F. Warner, superintendent. Chardon, June 15—12 graduates—C. W. Fuller, superintendent. Windham, May 25—5 graduates—Floyd Barber, superintendent. Coshocton, May 31—10 graduates—J. M. Yarnell, superintendent. New Philadelphia, June 8—15 graduates—Joseph Ray, superintendent. Marion, May 31—7 graduates—A. G. Crouse, superintendent. Miamisburg, May 18—6 graduates—T. A. Pollok, superintendent. Seville, June 1—5 graduates—B. F. Hoover, superintendent. West Jefferson, May 29—9 graduates—D. C. Jack, superintendent. Gnadenhutten, June 4—11 graduates—S. K. Mardis, superintendent. Leesburg, June 7—6 graduates—D. S. Ferguson, principal. Steelton, Pa., June 1—13 graduates—L. E. McGinnes, superintendent. Piqua, June 7—19 graduates—C. W. Bennett, superintendent. Ithaca, Mich, June 22—7 boys graduated—J. N. McCall, superintendent. Mansfield, June 1—22 graduates—M. W. Sutherland, principal; John Simpson superintendent. Ashland, June 8—13 graduates—Belle F. Osborn, principal; Sebastian Thomas, superintendent. Ohio State University, June 20. Rio Grande College, June 7—4 graduates. Painesville, June 19—10 graduates—Geo. W. Ready, superintendent. Wickliffe, June 15—6 graduates—S. P. Merrill, superintendent. Mt. Sterling, June 7—4 graduates—L. W. Sheppard, superintendent. Kent, June 14—10 graduates—A. B. Stutzman, superintendent. Wellsville, June 5—5 graduates—J. L. McDonald, superintendent. Girard, June 7—4 graduates—A. Wayne Kennedy, superintendent. Olmsted

Falls, June 2-4 graduates—C. W. Harding, superintendent. Chagrin Falls, June 8—4 graduates—Collins, superintendent. Huron, June 8—11 graduates. Marysville, June 7—14 graduates—W. H. Cole, superintendent. Delaware, June 8—39 graduates—J. S. Campbell, superintendent. Athens—15 graduates—Lewis D. Bonebrake, superintendent. Bedford, June 15—10 graduates—C. D. Hubbell, superintendent. Newark, June 13 and 14—26 graduates—J. C. Hartzler, superintendent. Niles, May 25—4 graduates—W. N. Wight, superintendent. Ohio University, June 21. Akron, June 22—37 graduates—January class, 25—E. Fraunfelter, superintendent. Alliance, June 21—15 graduates—C. C. Davidson, superintendent. Xenia (colored school), June 14—8 graduates—E. B. Cox, superintendent.

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### PERSONAL.

- J. L. Wright will continue in charge of schools at Orrville.
- M. E. Hard has been re-elected at Salem, for a term of two years.
- Henry Whitworth will remain in charge of the Bellefontaine schools.
- H. L. Peck has accepted the superintendency of schools at Caldwell.
- W. S. Eversole has been re-elected superintendent of the Wooster schools.
- J. M. Yarnell will remain in charge of the Coshocton schools for another year.
- Frederick Schnee has been re-elected superintendent of schools at Cuyahoga Falls.
- G. W. McGinnis has been elected superintendent of schools at Granville, Ohio.
- William Tate, of Greenwich, has been elected superintendent of schools at Fayette.
- A. M. Rowe has been re-elected principal of the Steubenville High School. Salary, \$1,400.
- J. D. McCalmont has been engaged for his fifth year at Rock Creek, Ashtabula Co.
- E. D. Lyon, of Brecksville, succeeds E. J. Loomis in the superintendency of schools at Berea.
- J. F. Fenton has been re-elected superintendent of schools at Germantown, Montgomery Co.
- R. P. Clark, of Geneva, has been elected superintendent of schools at Cortland, Trumbull Co.
- Elias Fraunfelter has been re-elected superintendent of the Akron schools, for a term of two years.
- E. E. Adair, of the Wooster High School, succeeds Chas. Stoaks in charge of schools at Doylestown.

—The Decoration Day address at Piqua was delivered by C. W. Bennett, superintendent of schools.

—H. A. Balcum is continued in charge of the Sandusky schools. Salary \$1,800, an increase of \$100.

—F. Treudley has been re-elected superintendent of the Youngstown schools at a salary of \$2,200.

—E. E. Roberts succeeds L. P. Hodgeman in charge of the schools at New ton Falls, Trumbull Co.

—A. E. Gladding has been called to the superintendency of the East Liverpool schools. Salary \$1,200.

—J. J. Jackson has closed a successful year in charge of the Garrettsville schools, and has been re-elected.

—B. F. Hoover, for three years past at Seville, has accepted the superintendency at Lodi, both in Medina Co.

—W. T. Jackson has completed his fourth year in charge of the schools of Fostoria, with harmony and prosperity.

—L. W. Sheppard has been elected superintendent of schools at Mt. Sterling, Madison Co., at  $111\frac{1}{2}\%$  of former salary.

—W. H. Van Fossan has been re-elected superintendent of the New Lisbon schools, with an increase of \$200.

—J. P. Barden has been re-elected principal of the Painesville High School, with salary increased from \$1,050 to \$1,200.

—Ida L. Baker will return to Defiance, at the beginning of the next school year, as principal of the high school department.

—J. A. Shawan, superintendent of Mt. Vernon schools, starts June 30 for a two months' trip to England, Scotland and Ireland.

—J. A. Leonard, F. J. Roller and F. B. Sawvel will act as instructors at the next session of the Mahoning County Institute.

—A. G. Crouse has been re-elected superintendent of the Marion schools, for a term of three years, at an annual salary of \$1,500.

—J. L. McDonald has held the superintendency of schools at Wellsville, for eighteen years, and has been re-elected at an increased salary.

—A. A. Prentice has resigned the superintendency of the Mineral Ridge schools to accept a similar position at Lowellville, with increased salary.

—F. B. Sawvel, of the Northeastern Ohio Normal School at Canfield, has been called to the principalship of the Wood Street School, Youngstown, O.

—Miss Jennie Boyd, the efficient principal of the High School, has been a teacher in the schools of Wooster twenty-two years.—*Wooster Republican*.

—E. E. Sparks, for some time past Principal of the Portsmouth High School, succeeds Charles R. Shreve as superintendent of the Martin's Ferry Schools.

—E. S. Cox has declined re-election to the superintendency of the Portsmouth schools. Mr. Cox has been a member of the State Board of Examiners.

—R. W. Stevenson still holds the fort at Columbus. Neither siege nor assault has been able to secure a surrender,—which was to be expected, and which is as it ought to be.

—Chas. R. Shreve, who has had charge of the Martin's Ferry schools for the past 29 years, has been retired by the board of education, against the expressed wish of the people.

—F. M. Plank, for several years principal of one of the Akron schools, has been unanimously chosen to succeed Arthur Powell in the superintendency of the Wadsworth schools.

—Jonas Cook, formerly at McArthur, Ohio, but for the past year in charge of the schools at Harper, Kansas, has been re-appointed at \$130 per month. He has ten teachers in his corps.

—F. P. Shumaker was re-elected principal of the Mt. Union schools, at an increased salary, but resigned to accept the superintendency of the Chagrin Falls Schools—a thousand dollar position.

—John C. Ridge can be engaged to do institute work at any time in the year. His specialties are Reading and Arithmetic. He also gives evening entertainments consisting of humorous and pathetic readings. His address is Waynesville, Ohio.

—A young lady, graduate of the Cleveland High School and Normal School, and experienced in high school work, desires a position in a good high school in Ohio. She is well endorsed. The editor of this magazine will respond to inquiries.

—George W. Ready, superintendent of the Painesville schools, has closed a successful year—"one of the most successful," says a local paper, "in the history of the schools." As a natural result, he has been re-elected, and salary increased from \$1,200 to \$1,500.

—F. G. Cromer, superintendent of schools at Union City (Ohio side), was made the recipient of a testimonial from his graduating class, in the shape of an elegant easy chair. Mr Cromer has finished his ninth year in his present position. Local papers speak of his work in the highest terms.

—Mr. and Mrs. H. A. Ford, formerly editors of the *Michigan Teacher* and *The Northern Indiana Teacher*, in the intervals of their regular Michigan engagements, will accept a few appointments this year for institute work in Ohio. The former has had twenty-one years experience in this service, the latter fourteen. The latest Report of the Superintendent of Public Instruction for Michigan shows that Mr. Ford was appointed conductor of institutes in that State oftener than any other person for the year reported. Mrs. Ford's primary work is particularly esteemed. Their address is No. 393 Second Avenue, Detroit, Michigan.

—J. J. Burns, whom the political machine decapitated at Dayton, succeeds J. H. Lehman in the superintendency of schools at Canton, O. After eighteen

years of faithful service, six as principal of one of the ward schools and twelve as superintendent, Mr. Lehman has been set aside unceremoniously. The deed was done in secret session of the Board, by a bare majority, without warning and without cause assigned. The machine used does not seem to have been of the political kind, as five out of the six supporters of Mr. Lehman are opposed to him in politics. Nor does it appear that any blame attaches to his successor elect. Of him Mr. Lehman writes: "I think the Board made a good selection. I bespeak for him a successful career." It is but justice to Mr. Lehman to say that he has proved himself a capable, judicious, and successful superintendent. His work in the Canton schools speaks for itself.

—E S. Cox, of Portsmouth, is prepared to deliver to institutes in Ohio and other States an entirely new series of lectures on Literary English compared with the English of the Grammars. He has also three other series of lectures:

1. Elementary Lessons in English.
2. Practical Pedagogy and the Philosophy of Education.
3. English Literature, including a discussion of the masterpieces of the English tongue and the language in which they are written.

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## BOOKS.

*Recent Examination Papers*, for Admission to Harvard, Yale, Princeton, Sheffield Scientific School, and Columbia School of Mines. Selected and edited for the Use of Preparatory Schools, by Dr. John S. White, Head Master of Berkeley School, New York City. Published by Ginn & Co., Boston.

The editor has aimed to select such papers as are best calculated to give teacher and student the best understanding of what is required for admission to the institutions named. Upper classes in preparatory schools would find the study of this book advantageous.

*Composition and Rhetoric by Practice*, with Exercises Adapted for Use in High Schools and Colleges. By William Williams, B. A. Boston: D. C. Heath & Co.

"Little theory and much practice," is the maxim on which this book is based. The whole subject is treated under two heads, Style and Invention. A few principles are clearly stated, followed by such number and variety of exercises that the pupil can scarcely fail to master the application of the principles and acquire the ability to write with force and clearness.

*Lessons in English*, Adapted to the Study of American Classics. A text book for High Schools and Academies. By Sara E. Husted Lockwood, Teacher of English in the Hillhouse High School, New Haven, Conn. Boston: Ginn & Co.

This work is the outgrowth of the author's experience in teaching English. It is designed to be used in connection with the study of some of the best American authors. It contains a brief history of the language, the elements of composition and rhetoric, and brief sketches of leading American authors. It might be used to good purpose in first and second years of the high school course.

*Seaside and Wayside*, No. 2, by Julia McNair Wright, belongs to D. C. Heath & Co.'s series of Nature Readers. It takes the boys and girls on strolls among the ants, worms, flies, beetles, barnacles, starfish, jelly-fish, etc., and teaches them to observe many strange things about them. It is full of entertainment and information.

*Why Should Priests Wed?* published by A. E. Costello, New York, is an anonymous defence of clerical celibacy as held and practiced in the Roman Catholic Church, against the attacks of a Protestant clergyman, in a work recently published. Those curious to know the Catholic position on the subject will find it here. The book closes with a chapter of scandals among the Protestant clergy, which, of course, is a conclusive argument. The world will probably not be much the better for this book.

*First Lessons in Physiology*, by Dr. Joseph C. Hutchison, published by Clark and Maynard, New York, is a little book which presents in simple language, for youngest pupils, the leading facts about the human body, the preservation of health, etc. The effects of stimulants and narcotics are treated clearly and simply. It is profusely illustrated.

*Hutchison's Physiology and Hygiene*, a well known and excellent textbook for high schools and academies, published by Clark & Maynard, New York, has been thoroughly revised, new illustrations have been introduced, and new matter has been added on the influence of alcohol and narcotics. A chapter on the use of the microscope in the study of physiology, copious foot-notes from eminent authorities, and an extensive glossary of terms are important features.

*The Eclectic Guide to Health*, and *The House I Live In*, published by Van Antwerp, Bragg & Co., form a two-book series on physiology and hygiene, specially adapted to the requirements of recent legislation providing for instruction in all the schools on the effects of alcohol and narcotics. Notice of these books has already appeared in these pages.

Scott's *Lay of the Last Minstrel*, edited by Margaret Andrews Allen, is one of the latest numbers of Ginn & Company's "Classics for Children."

*The New Practical Arithmetic*, by White A. Shoemaker and Isabel Lawrence, of the State Normal School, St. Cloud, Minn., under the direction of D. L. Kiehle, Superintendent of Public Instruction, Minnesota, is a book intended for grammar and high school grades, and is designed to teach itself. It aims to give the pupil the ability to study a book and follow its directions, to detect the thought which underlies arithmetical symbols and forms of expression, and to state the solution of a problem in clear and accurate language. It is novel and peculiar in its arrangement and methods, and will undoubtedly attract very wide attention from progressive teachers.

*Lessons in Geometry for the Use of Beginners*, by G. A. Hill, is suited to the mental condition of average pupils twelve to fourteen years old, and designed as preparation for the logical study of the subject in the ordinary text-books. A portion of the time usually spent on Arithmetic could be very profitably spent on such a book as this. (Ginn & Co., Boston).

*Academic Trigonometry*, Plane and Spherical, by T. M. Blakeslee, Professor of Mathematics in the University of Des Moines. 35 pages, limp cloth. Ginn & Co., Boston.

*German Exercises.* By Frederick Stein, Instructor of German in the Boston High Schools. Ginn & Co., Boston.

These exercises are designed to accompany or follow the grammar or "Lessons," with a view to leading the pupil early into the spirit of the German. Special pains have been taken to illustrate German construction.

*Cheerful Echoes* is a collection of songs for little children, written and compiled by Mrs. Louise Pollock, of the Kindergarten Normal Institute, Washington, D. C. Published by Henry A. Young, Boston.

Longfellow's *Tales of a Wayside Inn*, in three numbers, and *Sharp Eyes* and Other Papers, by John Burroughs, constitute No.'s 33, 34, 35, and 36 of the Riverside Literature Series, published by Houghton, Mifflin & Co., Boston.

Chaucer's *Knight's Tale*, with explanatory notes and extensive glossary, is a recent issue of the English Classic Series of Clark & Maynard, New York.

*Annual Report* of the Public Schools of the City of Omaha, Neb., for the year 1887. Henry M. James, Superintendent.

*Manual and Report* of the Public Schools of Chillicothe, Ohio, for 1887. John Hancock, Superintendent.

*Annual Report* of the Public Schools of Los Angeles, Cal., for 1887. W. M. Friesner, Superintendent.

*Seventeenth Annual Report* of the Board of Trustees of the Ohio State University, for 1887.

—The Emerson School Reports, advertised elsewhere, are being well received. The following are some of the testimonials from Ohio educators:

"The Emerson School Reports are excellent; well adapted to their purpose."

—*Dr. E. E. White.* "An excellent design. I feel sure that the Emerson Graded School Report will be adapted to use in many schools. We could use it very well here.—*Supt. R. W. Stevenson.* "It is the most condensed, yet complete, convenient and artistic of all the forms of which I have any knowledge."—*Supt. J. C. Hartzler.*

#### MAGAZINES.

Two articles are promised in "The Popular Science Monthly" for July that are especially worthy of attention. They are a fully illustrated paper on "SAFETY IN HOUSE-DRAINAGE," by WILLIAM E. HOTT, S. B., in which the belief that plumbing fixtures in our houses are inevitable sources of danger is controverted, and ways are shown for making them wholly safe; and the concluding essay of the remarkable series on "DARWINISM AND THE CHRISTIAN FAITH."

THOMAS D. SEYMOUR, Professor of Greek at Yale, and one of the chief promoters of the American School at Athens, has written, from full knowledge and acute appreciation, a delightful article on "Life and Travels in Modern Greece," for the July *Scribner's*. Frank Millett has made a number of character drawings to illustrate the article.

—The "North American Review" maintains its place in the front rank. Those who have read the preceding papers will not wish to miss Colonel Ingersoll's forty page reply to the Rt. Hon. W. E. Gladstone, and the possibilities of "The Perfected Phonograph" as explained by the inventor, Thos. A. Edison, will attract the attention of the curious and well repay perusal. The "Notes and Comments" department is unusually bright and interesting.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### FORTY-SECOND ANNUAL SESSION

—OF—

THE OHIO TEACHERS' ASSOCIATION, HELD IN THE  
CONGREGATIONAL CHURCH, SANDUSKY,  
OHIO, JUNE 26, 27, 28, 1888.



#### SUPERINTENDENTS' SECTION.

The Superintendents' Section of the Ohio Teachers' Association met in the Congregational Church, Sandusky, Ohio, and was called to order at 9:30 A. M., by Reuben McMillen, of Youngstown, Chairman of the Executive Committee.

Rev. G. H. Peeke, pastor of the Congregational Church, led in the devotional exercises, and greeted the teachers as co-workers.

Supt. I. M. Clemens, of Ashtabula, President of the Section, was then introduced and read his inaugural address.

Because of the temporary absence of the Treasurer, Principal M. S. Campbell, of Cleveland, Messrs. C. L. Loos, of Dayton, and E. F. Moulton, of Warren, were appointed to take charge of the finances of the Association until the arrival of the Treasurer.

Hon. E. T. Tappan, State Commissioner of Common Schools, introduced the subject of Township Supervision, and was followed by Hon. N. H. Albaugh, of Tadmor. The discussion was further par-

ticipated in by Messrs. R. H. Holbrook, of Lebanon, Arthur Powell, of Wadsworth, N. H. Albaugh, A. A. Bartow, of Sandusky, E. H. Webb, of North Fairfield, and U. T. Curran, of Sandusky.

After a piano solo by Miss Lehrer, the Association adjourned until 2 o'clock.

#### AFTERNOON SESSION.

The session was opened with music by Miss Annie Knight.

Supts. Alston Ellis, of Hamilton, F. Treudley, of Youngstown, and J. S. Lowe, of Geneva, were appointed a committee on nominations.

Supt. R. W. Stevenson, of Columbus, then read a paper on "Training for Citizenship in our Public Schools." Supt. J. W. McKinnon, of London, opened the discussion of this paper. Supt. A. B. Johnson, of Avondale, Rev. G. H. Peeke, of Sandusky, Hon. E. T. Tappan, of Columbus, and Mr. C. L. Loos, of Dayton, discussed the subject further.

A paper on the "Examination and Promotion of Pupils" was then read by Supt. L. W. Day, of Cleveland. Supts. F. Treudley, of Youngstown, and H. N. Mertz, of Steubenville, opened the discussion on Supt. Day's paper. Further discussion was engaged in by Supts. L. W. Day, W. T. Jackson, of Fostoria, Alston Ellis, of Hamilton, L. W. Sheppard, of Mt. Sterling, Principal Abram Brown, of Columbus, and Supt. J. F. Lukens, of Lebanon.

Supt. H. A. Balcum, of Sandusky, presented a request from a photographer for an opportunity to photograph the Association in a body.

Supt. Ellis, chairman of the committee on nominations, presented the following report: For President, Supt. E. B. Cox, of Xenia; Secretary, Supt. F. Gillum Cromer, of Greenville. Adopted.

#### EVENING SESSION.

The evening session was opened with a piece of music by Miss Kelley.

"The Buckeye Centennial" was the subject of a paper read by Supt. J. J. Burns, of Dayton. Prof. G. W. Knight, of Columbus, followed in the discussion of the paper. The Section adjourned.

SAM'L MAJOR,

*Secretary.*

I. M. CLEMENS,

*President.*

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### GENERAL ASSOCIATION.

#### WEDNESDAY MORNING

The General Association was called to order in the Congregational Church, Sandusky, O., by Dr. W. G. Williams, at 9 o'clock, June 27.

The Association was led in prayer by Rev. C. H. Brant, of Sandusky.

An address of welcome was delivered by Dr. Chas. Graefe, President of the Sandusky Board of Education, to which Dr. E. T. Tappan responded.

At the suggestion of Dr. Williams, Prof. Thos. W. Harvey, the veteran teacher, and father of the Association, was conducted to the platform by Dr. Tappan and Supt. Johnson.

Dr. Alston Ellis, president-elect, delivered his inaugural address.

On motion of R. H. Holbrook, the following resolution was adopted:

*"Resolved, That the members of the O. T. A. hereby express their appreciation of the honor done them by the presence of Dr. Walden, Bishop of the M. E. Church; that we extend to him a hearty welcome to its deliberations, and make him an honorary member of the Association; that we invite him to address us on the important subject so ably presented by our president in his inaugural address."*

The Bishop highly entertained the Association for a short time. He was followed by Dr. E. E. White, who moved a vote of thanks to Dr. Ellis for his excellent address. The motion was adopted.

Miss Mertz favored the Association with a piano solo.

On motion the chair was instructed to appoint committees on nominations and resolutions.

On motion of Mr. Moulton, all teachers from other States were invited to take part in the discussions.

Supt. D. R. Boyd being absent, the subject of "The County Teachers' Institute" was discussed by J. C. Hartzler, S. Thomas, R. H. Holbrook, U. T. Curran, Dr. E. E. White, Dr. W. G. Williams, F. Treudley, A. A. Bartow, and others.

#### AFTERNOON SESSION.

The afternoon session was opened with a piano solo by Miss Anna Lockwood.

On motion of Supt. E. B. Cox, it was resolved that a copy of the OHIO EDUCATIONAL MONTHLY should be sent to each member of the Association.

In the absence of Miss Fannie C. McLain, Mrs. Dr. Williams gave an interesting talk on "A Year with the Little Ones." The subject was further discussed by J. F. Lukens and Miss Margaret W. Sutherland.

Col. D. F. DeWolf, of Georgia, was called for and entertained the Association for a few minutes.

#### THE TEACHERS' READING CIRCLE.

Mrs. D. L. Williams, President of the Ohio Teachers' Reading Circle, in the chair.

E. A. Jones, Secretary and Treasurer, presented his annual report. Mrs. Williams addressed the graduating class, and presented diplomas. (A fuller report of these proceedings appears elsewhere.)

Remarks on the work of the O. T. R. C. were made by S. Thomas, of Ashland, Mrs. M. M. Brown, of Wesleyan College, Cincinnati, Warren Darst, of Ada, Dr. S. F. Scovel, of Wooster University, and others.

President Ellis appointed the following committees:

On Nominations:—A. B. Johnson, Avondale; R. W. Stevenson, Columbus; E. F. Moulton, Warren; Thos. W. Harvey, Painesville; W. W. Ross, Fremont; W. P. Cope, Hamilton; W. G. Williams, Delaware.

On Resolutions:—R. H. Holbrook, Lebanon; W. J. White, Springfield; J. W. Knott, Tiffin.

On communication between school officers and teachers:—C. L. Loos, Dayton; A. A. Bartow, Sandusky; E. H. Webb, Plymouth.

THURSDAY, JUNE 28.—MORNING SESSION.

Devotional exercises conducted by Rev. Mr. Bierce, of the Presbyterian Church, Sandusky, followed by a piano solo by Miss Klotz, of Sandusky.

Prof. M. R. Andrews then read a memorial sketch of Dr. I. W. Andrews. Remarks were made by W. H. Mitchell, Dr. E. E. White, Col. De Wolf, Dr. Stevenson, Dr. Tappan, Dr. Burns, J. F. Lukens, E. A. Jones, E. H. Webb, Dr. Scovel, and Rev. Mr. Bierce. Dr. White moved that the noble tribute just read be adopted as the sense of the Association. Adopted.

Dr. Ellis then made a report on "Harmonizing College and High School Courses of Study." This report was discussed by H. M. Parker, Dr. W. H. Scott, President of Ohio State University, Dr. Tappan, Col. De Wolf, and Dr. E. E. White.

The following resolution, presented by Dr. Williams, was adopted:

*Resolved*, That the Ohio Teachers' Association, representing 25,000 teachers in the common schools of the State, respectfully and earnestly invite to membership in our body, and active co-operation with us in our work, the faculties of our colleges, and the teachers in our academies and secondary schools; and that the executive committee send a circular to this effect to the colleges and academies of the State.

Also, that we invite to membership in our Association, and to presence at our annual sessions, the Governor of the State, and all State and county officers, members of the General Assembly, the clergy of all churches, all editors in our State, and in general all workers in the field of intellectual and moral education of our people.

A paper on "Defects in the Public Schools of Ohio" was read by Supt. N. H. Chaney, of Washington C. H., Ohio. Owing to the lateness of the hour, this paper was not discussed.

AFTERNOON SESSION.

Dr. W. T. Harris, of Concord, Mass., delivered the Annual Address, on "The Necessity of Colleges to Supplement the High Schools."

The following resolution by Dr. Williams was adopted :

*Resolved*, That the thanks of this Association be extended to Dr. Harris for the very able, original and instructive discussion to which we have listened ; and that we request a copy of this address for publication in the proceedings of the Association.

The following resolution by Dr. Scovel was also adopted :

*Resolved*, That a committee of five, with Dr. E. E. White as chairman, be appointed to continue the consideration of the relations of the institutions of secondary and higher education within our State, and to continue negotiations with the College Association of our State for co-operation in such adjustments as will bring the two nearer together and increase the number of educated men among us. This committee to report at our next meeting.

The committee consists of Dr. E. E. White and E. W. Coy, of Cincinnati ; Abram Brown, of Columbus ; W. P. Cope, of Hamilton, and M. S. Campbell, of Cleveland.

On motion of Dr. Williams, Dr. S. F. Scovel, of Wooster University, Dr. W. H. Scott, of Ohio State University, and Gen. John Eaton, of Marietta College, were added to this committee.

The committee on resolutions reported as follows :

*Resolved*, That the thanks of the Association be most heartily extended—

To the citizens of Sandusky for the cordial manner in which they have received us into their homes and to the hospitality of their beautiful city,—

To the trustees of the Congregational Church for the use of their building in which to hold our sessions,—

To the ministers of Sandusky who have officiated at the opening of our sessions,—

To the Sandusky Quartette and the young ladies who have furnished such excellent vocal and instrumental music.—

To the City Council and Board of Education for their liberal provision for our comfort and entertainment,—

To the committees on entertainment and reception for their untiring efforts to make our meeting a success.

*Resolved*, That we most cordially and earnestly commend to the zealous co-operation and enthusiastic support of the superintendents, teachers, examiners and institute instructors of the State, the course of reading so wisely provided by the Board of Control of Ohio Teachers' Reading Circle, as the means best adapted to elevate the teachers' standard and promote professional excellence.

*Resolved*, That we rejoice at the hopeful status of the Albaugh Bill in our Legislature, and that we hereby pledge ourselves to exert every effort and use every reasonable influence to secure its early enactment, and thereby to engraft upon the school system of Ohio the important feature of township organization.

*Resolved*, That we thank Hon. N. H. Albaugh for his presence in this body, and for his able advocacy of the bill abolishing sub-district directors and making the township the elementary unit of our school system.

*Resolved*, That we request the Executive Committee to restrict papers read in the Association to 30 minutes, and that they instruct leaders and participants in the discussion of papers to make their efforts unwritten, and that we will heartily support the officers of the Association in their efforts to carry out these regulations.

*Resolved*, That we recognize with profound approbation and commend with fullest accord the very pronounced Christian sentiment and decided ethical bias characterizing alike the papers and discussions of this session.

*Resolved*, That while we bow reverently to the Divine Will as expressed in the removal from our fellowship of the late Dr. I. W. Andrews, we yet feel that our Association has met with a loss which is irreparable, and that only as we follow his example of unselfish and constant work for the up-building of the race, are we living up to our God-given opportunities and privileges.

The report of the committee was adopted.

The following, presented by Dr. Burns, was unanimously adopted :

WHEREAS, Our honored friend and fellow-member of the Ohio Teachers' Association, Reuben McMillan, has served with eminent success for six years as chairman of the Executive Committee, and now at his own request is released from service;

*Resolved*, That we fully and thankfully appreciate Mr. McMillan's wise, unselfish and untiring efforts to promote in every way the good and the comfort of this Association, and that we salute him, as he steps down from among the officary and resumes his place in the ranks, with a hearty well done, good and faithful!

The committee on nominations submitted their report, recommending the following officers for 1889 :

*President*—C. W. Bennett, Piqua.

*Vice Presidents*—W. J. White, Dayton ; F. Treudley, Youngstown ; F. M. Ginn, Clyde ; Miss Harriet L. Keeler, Cleveland ; H. N. Mertz, Steubenville.

*Secretary*—S. T. Logan, Westwood.

*Treasurer*—M. S. Campbell, Cleveland.

*Executive Committee*—J. W. McKinnon, London ; Margaret W. Sutherland, Mansfield.

*Board of Control, O. T. R. C.*—Mrs. D. L. Williams, Delaware ; John Hancock, Chillicothe.

After singing the Doxology, the Association adjourned.

S. T. DIAL,

*Secretary.*

ALSTON ELLIS,

*President.*

#### REPORT OF M. S. CAMPBELL, Treasurer.

Dec. 12, 1887—Rec'd of Abram Brown, former Treasurer.....	\$389 28
June 28, 1888— " for Membership Tickets.....	263 00
<b>Total Receipts.....</b>	<b>\$652 28</b>
Dec. 31, 1887—Paid expenses of Ex. Com. meeting .....	\$ 26 75
June 27, 1888—Paid for printing membership tickets.....	2 00
" 28, " —Paid to Sec'y of Ex. Com. for postage.....	7 00
" " " —Paid to R. McMillan for telegrams, etc.....	4 54
" " " —Paid to Dr. W. T. Harris for address .....	41 75
July 2, " —Paid to Beacon Pub Co. for programs.....	16 75
<b>Total expenditures.....</b>	<b>\$ 98 79</b>
<b>Balance in hands of Treasurer.....</b>	<b>\$553 49</b>

Respectfully submitted,

M. S. CAMPBELL, Treasurer.

## INAUGURAL ADDRESS.

BY I. M. CLEMENS, PRESIDENT OF SUPERINTENDENTS' SECTION.

The common school is said to be "a modern thought." However this may be, it has existed long enough to take very deep root in American soil.

There is, perhaps, no other institution in this country so highly esteemed, and so generally appreciated. There is none whose advantages are sought after to a greater extent and none which pays a larger dividend to those who invest in it. It is an institution which brings its lasting benefits to all who will receive them. It is not a special privilege inherited by the aristocrat, neither is it a charity bestowed upon the outcast and the pauper. The door of the public school house stands wide open. It does not close at the approach of the freedman's child, and open at the coming of the freeman's off-spring. It knows no difference of natural, social, civil or religious condition. It is most emphatically, an institution "of the people for the people," and the one more valuable to the masses than any other which they possess.

Am I warranted in making this statement? Is not the civil government under which we live of more value than the public school? If we must lose either shall not the school go first?

If our greatest statesmen have not erred in their judgment, it would not be long till the civil government would go after the public school had gone.

Garfield said, "Next in importance to freedom and justice is popular education, without which neither justice nor freedom could be permanently maintained." Madison said, "It is universally admitted that a well instructed people alone can be permanently a free people."

But are not our religious establishments of higher value than public education? It is true that no earthly possession is to be compared with true religion, and for that very reason education is invaluable. Where there is no enlightenment the inculcation of religious truth is very difficult, and to the extent that ignorance prevails, to that extent vice and immortality exist. It is not claimed that education is a preventive of all irreligion, but it may, with safety, be asserted that schools, such even as we now have, without churches, are of more value than churches without schools.

We need no better evidence of the value put upon education in this country than the time and money devoted to it. More than seven millions of children were in daily attendance at the public schools during the present year. It is not easy to estimate the money value of the time of these children. If they had been put to work, their earnings would have gone a great way toward the support, not only of themselves, but of the families to which they belong. It is quite impossible to determine the amount paid for books, clothing, and other supplies necessary to keep these children in school. The amount expended yearly by public school officers, is a little more definitely known. From the most reliable information at my command, I am satisfied that the value put upon common school education by the people of the United States, is not less than two hundred and fifty millions of dollars annually. Our people are altogether too practical to make such liberal investments of time and money in enterprises that promise little or no return. They know there is value in education.

The claim is often made that people are indifferent, and are so devoted to other interests that but little effort is made for the education of their children. This may be true to some extent, but there is good reason for believing that neither religion nor politics, nor even the getting of money, is more persistently followed by the majority of all classes than is the education of children.

Multitudes of people care little for religion, and do less for its support. Multitudes, also, have little concern for the political affairs of the country, notwithstanding they must live under the laws made by those elected to office. There are, however, comparatively few who are not deeply interested in the education of their children, and who make great sacrifices for its accomplishment. Even the most eager money-getter will not, as a rule, allow his money-getting to stand between his child and the school. I am well aware that this is not the popular view of this subject; moreover, if a judgment were based upon the long array of figures, and graphic representations of illiteracy usually set forth as evidence, it might be concluded that the statements just made are erroneous. But what is the story these figures tell? Briefly this: In a population of over fifty millions, but seventeen percent could not read and write. Seventeen percent of fifty millions is indeed a large number, and at first thought this vast body of ignorant persons would seem to be a standing menace to the existence of our republican institutions.

But the case is not a hopeless one. Thousands of these are still of school age and may be educated. Even if they are not, it must be remembered that the illiterates are not to be found in one body in any of the states. They are very generally distributed among the intelligent portion of our people.

† Except in some of the large cities, and in some of the southern states, the illiterates form but a very small part of the whole population. Not only so, they are the least influential class.

One well educated person can do more to mould the sentiment of a community, than a dozen ignorant ones. It must be remembered, also, that at least one-half of the illiterate population are colored. While it is true that a colored man's vote counts as much as the vote of a white man, it is not yet true that the influence, either socially or politically, of the colored people, is anywhere near equal to that of the white race. It may be said that on this very account they are all the more dangerous, as they may be used by designing and corrupt men to carry elections; but it is not at all certain that the colored people will yield more readily to the incitements of evil men than to those of good men, and if good men fail to do their duty, the resulting evils should not be charged to illiteracy.

Statistics of education are not always used fairly, nor are they interpreted correctly. The editor of the *American Journal of Education*, who is a very earnest advocate of national aid to education, in his zeal for that cause, has allowed himself to make some very wild statements and to draw some very erroneous conclusions.

He says: "There are more than 40,000 children in the great city of Cincinnati to-day who are growing up in ignorance as dense as that of the jungles of Africa, while they are subjected to the influence of the sharpened culture of civilized vice." Yet Cincinnati is one of the best of our great cities, and Ohio is a model state." If these statements be true, the people of Cincinnati care little for the education of their children, and avail themselves less of the privi-

leges provided for education in that city. But a glance at any of the reports of the Cincinnati schools will show that they are false and misleading.

The picture drawn of his own city is black indeed. He says, "St. Louis has a school population of 106,000; 55,000 are enrolled; 36,000 is the average attendance; 50,000 are growing up in the savage state, aggravated by those capacities for proficiency in evil which come from contact with civilized depravity."

Such statements should not go uncontradicted. The writer must have known that the school age in Missouri is from six to twenty, and in Ohio from six to twenty-one, and that it requires but eight years to obtain a good common school education. He must have known, therefore, that there are thousands of children under twenty-one, not now in the schools of these cities, because they have already secured a good education. They are however, still enumerated.

When he says, "27,000 was the average daily attendance" in Cincinnati, he must know this does not mean that only that number was attending school more or less regularly. The Report for 1882-3 from which his figures were probably taken, shows that the average daily attendance was a little more than 27,000, and that the total enrollment was 34,388, of which number, 33,892 were absent from school less than one day per week. This accounts for at least 7,000 of the 40,000 growing up in dense ignorance. It is not easy to see by what twist of logic or by what flight of imagination the absence from school of one day per week could make a child grow up in ignorance. The unmarried youth of this state, between sixteen and twenty-one years of age, are probably 30 percent of the total enumeration. Suppose this is to be the percent of youth between these ages in Cincinnati; then at least 25,000 more had eight years in which to escape the dense ignorance of the Queen City. If these estimates are only approximately correct, and that is all that is claimed for them, they show that instead of 40,000 children growing up without education in the metropolis of our State, there are probably not one-twentieth of that number who are not taking advantage of the school facilities provided, to an extent sufficient to enable them to learn to read and write and to use the fundamental rules of arithmetic.

A truer and a far more encouraging picture is drawn in the Fifty-first Annual Report of the Massachusetts Board of Education. A paper on "Illiteracy in Massachusetts" is contributed to that Report by the Hon. Horace G. Wadling, a member of the Massachusetts House of Representatives. The statistics given were taken from the decennial census of 1885, and they are, therefore, sufficiently recent to give the present educational condition of the Old Bay State. The paper notes three classes of illiterates: 1. Those who can neither read nor write. 2. Those who can read but cannot write. 3. Those who say they can read and write, but who cannot. Persons under ten years of age are not counted illiterate, whatever their intellectual condition, for the reason that they are not yet beyond the age in which a good education may be obtained.

Less than seven percent of the total population are illiterates, as classified above, 90 percent of these being over twenty years of age, while 3 percent are between ten and thirteen.

The illiterates born in the state are but one-fifth of one percent of the

population above ten years of age, while those under twenty are less than one tenth of one percent of the whole population.

From these statements it must be evident that the children of Massachusetts either die, or emigrate, or get education enough to put them out of the illiterate classes before they are 11 years of age. But they neither die, nor emigrate in sufficient numbers to account for this state of things. The schools of a state cannot be held responsible for the illiteracy of those above school age who come from other states or countries.

Moreover, the fact that illiteracy in Massachusetts is not increasing, by three percent, as fast as the population, shows conclusively that that state is not more in danger of her ignorant classes than she has been hitherto; and if she never excels the reputation she has made in this direction in the last 50 years, her fame as a great center of intellectual culture is assured for all time. But this progress in education is not peculiar to Massachusetts. The whole country has advanced. It is true that some sections have advanced less rapidly than others, but that there has been a steady improvement is shown by the fact that from 1870 to 1880 illiteracy among the white population had decreased two percent and among the colored ten percent, notwithstanding the total population had increased thirty percent. From this showing, it is fair to conclude that the people generally do value education, and, to the extent of their ability, do take advantage of the opportunities afforded them.

Notwithstanding this general appreciation of education, in the minds of very many it is not at all clear in what this value consists. There is an impression that somehow it raises one's standing in society, it helps him in business, it increases his comfort and happiness. The father says, I want my boy educated so that he may not be obliged to dig for a living as I have done. The mother seeks to have her daughter educated that she may be able to move in polite society, and if ever she has to earn her own living, that she may do it in a more genteel way than by serving in the kitchen.

This, of course, is a very low view of the case, but it goes to show that each one fixes a value upon education according to what he wishes, or expects to receive from it, and not according to what true psychological and sociological principles would give to it.

It is no doubt true that in the end an education may be valuable to one person in one direction, and to another in an entirely different direction, depending on the line of activity each is to follow. Nevertheless, the same general education must form the basis of the special preparation each needs for his work.

An education may be valuable for the practical use that can be made of it. This is the utilitarian view, and is held by a large part of our people. An influential member of a Board of Education said not long since, "I would not give the snap of my fingers for an education that cannot be immediately turned into dollars and cents. Our children must earn a living and the object of schooling is to help them do this. Whatever is merely ornamental will do well enough for those who have plenty of money and time at their command, but the masses need a practical education."

This position would not be so far from the true one, if only we were agreed as to what constitutes a practical education.

The word *practical* is applied to that which is "useful in distinction from that which is ideal or theoretical."

A practical education, then, is one that can be put to use in such ways as the possessor may desire. It is not simply ornamental, but is available in carrying on the business of getting a living, in the performance of our duties as citizens, and the working out of our destiny as men and women.

To this definition the advocates of a practical education would no doubt assent. There may, however, still be lack of agreement. We must know just what in an education makes it practical.

Does the possession of a given number of facts or principles which relate to the various kinds of business in which men may engage form any considerable part of a practical education; for example, the number of quarts in a bushel, or the number of acres in a section of land? If so, it must be evident that a person's education can be made practical to him only so far as the facts he has learned can be used in his particular calling.

Should he become a dealer in dry goods, he would have no use for the facts that a cubic foot of water weighs 62½ pounds, or that white light is composed of seven different colors; for these have no bearing upon the process of buying and selling goods by which he is to gain his living.

If he should be a baker, it might be worth something to know the number of pounds in a barrel of flour, or the amount of heat and the time required to bake a good loaf of bread, but, if he should engage in paper-hanging, or blacksmithing, these facts would be of little use to him.

It would seem from this that the mere acquisition of facts does not in any considerable degree make an education practical.

Furthermore, it may be asked, To what extent does a knowledge of the subject matter of any or all of the branches of learning, now pursued in our schools, enter into the practical element in education? This again, depends largely, if not entirely, on the business in which the person is to engage.

A banker makes constant use of certain portions of the subject of arithmetic, but he has no direct use for algebra, trigonometry, or the calculus. He may make some use of the "doctrine of chances," if he feels inclined to speculate with the bank's money; but in the ordinary course of his business a knowledge of these subjects would be worthless, on the theory of direct, practical application.

A house-builder could make no use of botany, chemistry, or history. He might know that the seed contains the plant in embryo, or that carbonic acid and water are products of combustion.

He might know that the great Carthaginian general, with his swarthy legions, overran Spain and Italy, and sent home from the battlefield of Cannæ a bushel of gold rings taken from the fingers of the fallen knights of Rome; but he could make no immediate use of this knowledge in making out his estimates, in the purchase of his supplies, or in the construction of his buildings. All this forms no part of a practical education to him.

We might apply this line of argument to every kind of business, and we should find that there are a few facts, principles and laws—few in comparison with the whole number that might be known—useful in all occupations, but that each calling requires a knowledge of certain facts not useful in any other, unless very closely related to it.

What is commonly known as mental discipline constitutes a far more potent and valuable factor in practical education than the mere acquisition of learning. It is strange that the advocates of practical education cannot see this. On every side, it may be observed, that the man who is well furnished with information, but is without intellectual development, stands no chance with him who possesses great mind power, with but a small stock of knowledge, in the fierce struggle for existence now going on in the world.

Force and matter are the two great factors of the universe. Matter as we know it could not exist without force, neither could it be moved, nor shaped, nor applied to any useful purpose. Knowledge is power only so far as its possessor has intellectual force sufficient to use the information he has acquired. Niagara has kinetic energy enough to turn all the machinery in the State, but at present it is almost useless, and it will remain so until some Hercules stands forth with mind power sufficient to bring the mad rushing waste of waters into subjection.

Most, if not all, of the inventions and discoveries that have been useful to mankind, and that have contributed so much to the advancement of civilization, have been made by men of well developed intellect.

Whitney thought the cotton-gin into existence. To the brain power of Prof. S. F. B. Morse we are indebted for the electric telegraph.

Captain Ericsson's Monitor, whose timely arrival at Fortress Monroe turned the tide of affairs, at a most critical period of the war, and whose successful use thereafter completely revolutionized modern naval warfare, was not the creature of an ordinary intellect. These men undoubtedly had facts and principles at their command, but these without mind power to apply them would have been utterly useless.

Knowledge and discipline must always go together if an education is to become really practical, and the disciplinary element must ever be the greater factor.

It is exceedingly unfortunate that many of those who place a high value on discipline, place a correspondingly low value on the acquisition of knowledge for utility. If they can secure the symmetrical development of the whole mind, they seem to have accomplished their purpose, and care little whether the information acquired is useful or not.

The grounds of disagreement between those who would educate for utility, and those who would educate for discipline only, and the extent of this disagreement were well set forth by Dr. Francis Wayland more than a quarter of a century ago.

"Every act of the mind," he says, "ends in a knowledge, sometimes only subjective, but generally subjective and objective." From this simple fact it has naturally come to pass that men have looked upon the subject of education from two distinct points of view, as they have contemplated either the act of the mind or the knowledge in which it results.

Hence, some have considered education to consist merely in the communication of knowledge; others almost entirely in the discipline of the mind.

It is for this reason that a division has been made between the studies which enter into our courses of higher education. Some of these studies, of which the results are acknowledged to be in general valueless, are prosecuted on account of the mental discipline they are supposed to impart. That they tend

to nothing practical has sometimes been deemed their appropriate excellence.

On the other hand, there are many studies which communicate knowledge admitted by all men to be indispensable, which are supposed to convey no mental discipline, or at least only that which is of the most elementary character. Hence, a wide ground of debate is afforded, which writers on education have not been backward to occupy. Hence, also, the various discussions on the best methods of education which seem to me to approach, with but slow and unequal steps, to any definite conclusion.

The studies which are most relied on for mental discipline are the classics and mathematics. While the advocates of these discard, almost contemptuously, all other methods of culture, they are by no means agreed among themselves.

The mathematicians look with small favor on the lovers of lexicons, and paradigms, and accents, and claim that nothing but exact science can invigorate the power of reasoning on which all certainty of knowledge depends.

The philologists, on the other hand, inveigh in no measured terms against the narrow range of mathematical culture, and boldly affirm that it unfits men for all reasoning concerning matter actually existing, while it withers up every delicate sentiment and turns into an arid waste the entire field of our emotional nature. Here issue is joined, and I am compelled in truth to add, "*adhuc sub judice lis est.*"

Though there has been abundant discussion of this subject all through these years, it is as true now as it was then, "*The decision is still with the judge.*"

While most of the university men, even to the present time, have tenaciously adhered to the idea that the classics are the chief means by which mental discipline can be secured, another class of thinkers has arisen, who have attempted to refute this idea, and who claim that what is best for utility is best also for discipline. These men do not admit that there is any value, whatever, in purely vicarious discipline.

Mr. Tate claims that there is necessarily no antagonism between the principle of utility and that of development.

He says, "Without losing sight of the importance of practical knowledge, especially at the later stages of elementary instruction, the truly enlightened educator will ever regard the development of the faculties as the great end of all his teaching."

To this idea of utility and discipline, resulting from one line of study, such men as Spencer, Youmans, Huxley, and Tyndall have fully committed themselves. They insist that the natural sciences furnish the means of a more vigorous and thorough discipline than the classics and mathematics, while at the same time they impart the knowledge needed by every one who is engaged in business pursuits.

Mr. Tyndall asserts that "the education suitable for one age is not adapted to the next." So far as the mere knowledge that an education can give goes, this may be true, but so far as the development of mind power is concerned, it is not true.

The sickle and the flail were instruments of great value a hundred years ago, and a knowledge of their construction and use was necessary to a large number of people. Other and more efficient machines have taken the place of these primitive ones, and the sickle-maker is without an occupation if he can do nothing but make sickles, but the brain power that enables a man

to make a good sickle will enable him to make other machines, or to turn his attention to some other business by which he may make a living.

No one will deny that the old classical curriculum produced great thinkers, men of enormous intellectual force, men whose superiors have, in that respect, not yet been made by the modern science course.

All, however, will admit that the information gained by the former is not of equal value, for this age, with that given by the latter.

After all, mind power is the all-important thing in education, and by whatever means this power may be acquired it must be the same in all ages. Moreover, it is eminently serviceable to all persons in all occupations.

There is, as yet, no substantial agreement as to what knowledge is most valuable. Several attempts have been made to classify subjects with reference to their education value, notably those of Mr. Spencer and Mr. Bain.

The limits of this paper will not permit me to give even an outline of the principles on which these classifications are made. Suffice it to say that Mr. Spencer is utilitarian in a high degree. He places the natural sciences, and so much of mathematics as is necessary for a clear understanding and application of them, in the first place. All other subjects are of secondary importance, some even worthless. With reference to these he says, "Accomplishments, the fine arts, *belles-lettres*, and all those things which, as we say, constitute the efflorescence of civilization, should be wholly subordinate to that knowledge and discipline in which civilization rests. *As they occupy the leisure part of life, so should they occupy the leisure part of education.*"

Mr. Bain takes a more liberal view of the case. He admits the value of the natural sciences, but he claims an equal, or even higher, value for history, the social sciences, and *belles-lettres*. He says, "I would not call science alone a liberal education, although a course that implied a fair knowledge of the primary sciences, with a wide grasp of sociology, would be no mean equipment for the battle of life. I think, moreover, that a liberal education would not be considered complete without literature. A mere language course, containing as it does, irregular smatterings of history and literature, is not an adequate cultivation of the human faculties; it is defective both on the side of training and on the side of knowledge imparted. On the other hand, I regard it as equally undesirable to limit the course of study to science, still less to physical science (excluding logic and psychology), least of all to mathematics and physics."

From the quotations I have made it is plain that these two great writers stand almost exactly opposed to each other in regard to their judgment of education values. Moreover, there is reason for the belief that so far as this subject has been discussed, the particular tastes, the preconceived notions, and the personal interests of the several disputants have entered largely into the conclusions they have reached.

The university men were devoted to the classics, Spencer and Tyndall to natural science, and Bain to logic and literature. Each claims the highest value for the subject in which he is most interested.

The cause of popular education, at this time, sadly needs the services of a master mind, one capable of laying aside everything that might bias judgment, to examine and determine just what subjects of study are valuable, to what extent, and on what conditions they are valuable. It is not too much to

expect that this will be done at a distant day; and may we not hope that it will be done by an Ohio man?

The disagreements to which I have referred are discouraging enough, but far more dispiriting are the differences of opinion as to the true principles of education, and the methods on which it should proceed. Indeed, it may be seriously questioned whether there is any such thing as a science of education.

Dr. J. M. Gregory says, "Much that passes for educational science is merely educational art, empirical processes, based on partial or prejudiced observation, and supported by unproven theories. From Solomon to Herbert Spencer, we have a plethora of books, half practical, half theoretical, but all partial and many false. There is a philosophy of education, but no science. A science is built upon facts; philosophy is made up of principles. There is a possible science of education, but the many and essential disagreements of educators are additional proofs that as yet there is no settled science of education."

It seems strange, indeed, that the true science of education has not, long ere this, been formulated, and set forth in such a way as to be a practical guide to those who would engage in teaching.

It is not to be denied that some advances have been made, but the results have not been commensurate with the importance of the subject, nor have they been such as this age had a right to look for from those devoted to educational work.

At brief intervals, new theories have been thrust upon the educational world, which promised to revolutionize the whole business of teaching; but meteor-like they have come and gone, and have left but little more to mark their advent and existence than the strange visitors that come, now and then, blazing through our atmosphere. The so-called New Education is one of these evanescent creatures.

It is a magnificent illustration of the unsettled condition of educational affairs. Its advocates seem like so many passengers, who have leaped into the waves from their sinking ships. They clutch wildly and inconsistently at everything near them—at a straw as quickly as at a life preserver.

"We are feeling our way along and don't know yet just where we are coming out," says one.

The redoubtable Col. Parker affirms, "No one can tell what the so-called New Education really is, from the very fact that many, if not most of its principles and resulting methods are yet to be discovered. We stand on the border-land of discovery in education."

After all that has been promised by the leaders of the New Education movement, this is indeed, a humiliating confession. Why are we still "on the border land of discovery"? Simply because we have proceeded in an empirical, hap-hazard way, and not on a purely scientific basis.

Facts have been observed to bolster up our preconceived theories, instead of which our theories should have been founded on carefully and widely observed facts. One extreme has followed another, with much evil and little good to the children on whom we have experimented.

The old alchemists sought to convert the baser metals into gold, and while they were eagerly trying to accomplish this most desirable end, they failed to observe and utilize those very facts and principles, made evident by their

experiments, on which the science of chemistry was afterwards securely founded.

We, as educators, seem still to be in the position of the old alchemists, seeking the impossible, and doing so because we have failed to discover the laws in accordance with which all true education must proceed.

As modern scientists discovered the mistakes, the fallacies of the alchemists, so we, long ago, ought to have exposed the errors of our predecessors, and to have built upon the ruins of their demolished theories the science of education.

While less than one hundred years were sufficient to evolve the noble science of chemistry from "the nonsense and mysticism of the Black Art," that same hundred years has seen educators doing naught but wandering away from the theories of Pestalozzi, and returning to them, and this, so far as it is known, is the New Education.

These are Pestalozzi's words: "The education of man is a purely moral result. It is not the educator who puts new powers and faculties into man, and imparts to him breath and life; he only takes care that no outward influence shall disturb nature's march of development.

The moral, intellectual, and executive powers of man must be nurtured within himself, and not from artificial substitutes. Thus, faith must be cultivated by our own act of believing, not by reasoning about faith; love, by our own act of loving, and not by fine words about love; thought, by our own act of thinking, and not merely by appropriating the thoughts of other men; and knowledge, by our own investigation, and not by endless talk about the result of art and science." This paragraph sets forth the fundamental principle of Pestalozzi's system of education; namely, "the natural, progressive, and symmetrical development of all the powers and faculties of the human being." This is the most that writers on the new education claim to day. But Pestalozzi failed to discover the laws in accordance with which this development takes place, and the means by which such laws must be applied. The fact is, Pestalozzi was as much of a dreamer as the most visionary pedagogue of the present time. In practice, he violated his own theories just as we do.

Prof. Krusi, whose father was a co-laborer with Pestalozzi, says: "Further quotations from Pestalozzi's writings would only tend to corroborate what has already been clearly shown,—that in applying his principles of education to specific branches, he often wandered from the true path, but that running through all are philosophical ideas worthy of the great fame of their author."

The same remark might be truthfully made of leading educators now. How far, then, it may be asked, are we in advance of Pestalozzi and his contemporaries? Very little, if any; and this can be said only of the most advanced thinkers among us, while the majority have utterly failed to reach the plain on which the followers of Pestalozzi stood a century ago.

I shall make no attempt to enumerate all of the points of disagreement among the leaders of educational thought at the present time. Two or three illustrations must suffice.

The disciples of the New Education have adopted without qualification the maxim of Comenius, "We learn to do by doing." Dr. E. E. White assures us that "Even when applied to outer doing this is only a half truth." Surely, that which is not wholly a truth cannot be taken as a fundamental principle of educational science.

Mr. Tate says, "The law regulating the acquisition of knowledge is this: we cognize the concrete before the abstract, the concrete being the simple, the abstract the difficult. We should teach the concrete before the abstract."

President W. H. Payne says, "The assumption that children are unable to resolve or interpret abstract statements, is one of the popular errors of the day." He admits, however, that "primary instruction should be largely of the concrete type."

There has been, perhaps, no article of our educational creed more frequently proclaimed, and more generally believed to be true by those who may be regarded as authorities, than this, "Proceed from the known to the unknown." President Payne, however, steps to the front and declares that 'this well-worn 'principle' is a bit of educational cant that passes current to save the labor of thinking." He further states that the constructive method of teaching geography according to this principle is false, and without scientific justification. "The normal sequence," he says, "is as follows: In infancy, from the unknown to the imperfectly known; in childhood, from the imperfectly known to the better known; in maturity, from the better known to the well known."

It would be interesting to know what are the facts on which Mr. Payne bases this statement. Is it true that the child can comprehend the form of the earth without the aid of what he knows from his own observation? If it is, then the method which begins with the earth as a whole, and proceeds to its parts, is the correct one. I believe that the experience of every observant teacher will bear me out in saying that children do not get a correct idea of things beyond the range of their senses, only as they use the ideas already gained by their senses. You may tell the child that the earth is round like a globe, and he may, nay, he must, take it on faith. That, however, is the very quintessence of cramming. It is not teaching in any good sense. The fact is, the child's experience and observation afford him the strongest possible evidence that the earth is an extensive flat surface and not a sphere.

Is it possible that a little child can comprehend the rotundity of the earth when wise men for centuries failed to do it? "Who is so foolish," said the learned Council of Spain, "as to believe that there are people on the other side of the world, walking with their heels upward and their heads hanging down?" These men had had a life-time to proceed from the unknown to the known, and had failed utterly; but Columbus and Magellan proceeded from the known to the unknown, and in a short time proved not only the form, but the size of the earth.

If Mr. Payne's conclusions on this point are the result of laborious thinking, his logic is sadly in need of revision. No one will deny that the *infant* proceeds from the unknown to the known, but this is done entirely within the range of his senses. If Mr. Payne had stopped here, and had accepted the "well worn principle" for the rest of the course, no fault would have been found with him; but to say that a child, or even an adult, gets any idea of objects beyond the range of sense, without the use of sense perceptions already experienced, is contrary to the judgment of the best authorities on this subject.

It seems to me utterly impossible for a child to get the correct idea of a mountain, without first having, through the senses, acquired the idea of surface elevation; but with this idea in possession, the imagination can picture the

mountain correctly and vividly, and the knowledge thus gained will be as real as if gained directly through the senses. This is, however, proceeding from the known to the unknown, and not from the unknown to the known.

When the National Council of Education was organized, we trusted that the time of the redemption of our educational Israel had come. That hope has, however, not yet been realized. Three years ago, at Saratoga, Dr. Harris read a valuable paper on the subject of "Pedagogical Inquiry." The discussion of that paper developed a remarkable disagreement as to whether children can reason or not. Dr. Stanley Hall said, "It is a mistake to think that children can reason." Dr. Hoose said, "I am convinced that a child can reason just as correctly as an adult, on the facts he actually has. Children are capable of pure reason." Dr. Harris said, "Children do not reason by the inductive and deductive methods, but by analogy. You may drive a four-horse team through a child's reasoning."

It is fair to infer that Dr. Hall would require of his children nothing that calls for the exercise of the reasoning faculties; Dr. Harris would give work which involves reasoning by analogy only; while Dr. Hoose would give his children employment in "pure reason," limited only by the facts the children possess. Who shall decide when the doctors disagree?

In this paper I have endeavored to show—

1. That people generally do value education, and, to the extent of their ability, use the means provided for the enlightenment and training of their children.
2. That they are not agreed as to what makes an education valuable and practical.
3. That teachers as well as patrons are not agreed as to what the education value of the different subjects of study is.
4. That educators are not agreed as to the principles on which education should proceed, and hence not agreed as to the methods to be employed.

The lesson which the examination of this subject suggests is this: It is our duty to lay aside everything that interferes with the correct solution of all educational problems, and to devote ourselves assiduously to the accumulation of such data as will furnish a safe and sure foundation on which a true science of education shall be built.

The subjects of Examinations, Promotions and Manual Training are to be discussed at this meeting. It is to be hoped that a broad, rational view of these themes may be taken, and that our own preferences and prejudices may be entirely ignored, and that correct conclusions may be reached.

In conclusion, I wish to give expression to the deep sense of obligation under which you have placed me by calling me to preside at two successive meetings of this section of the Association, and to present to you my sincere thanks for the high honor you have thus conferred upon me.

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## TOWNSHIP SUPERVISION.

After a few brief remarks by State Commissioner Tappan, by way of introduction, the following paper was read by

HON. N. H. ALBAUGH.

It is undoubtedly a truism that order is heaven's first law, and the great Divine Teacher especially enjoined that "everything be done decently and in order."

This is the key note in all professions; on the farm, in the shop, at the factory, behind the counter, at the banker's desk, on the tented field, and, most of all, in the school and in the school-room.

Human beings are, of all created things, most the creatures of imitation and of habit. The lessons and training of childhood, drilled into the very nature of the child, from youth up, be they for good or evil, for weal or woe, for economy or prodigality, almost certainly form the character and characterize the future life of the person.

At the outbreak of the late Franco-German war, a high French military official expressed himself, in very positive terms, that the war would last but a few months, at farthest; that the superior vim and dash of the French troops would, at once, perhaps in the very first general engagement, overwhelm and vanquish the slow-going Germans. How fatal was his mistake! He had left entirely out of the calculation the drill and life-long discipline of the German army, and on the plains of Metz, instead of scattering and demoralizing the German forces, against whom they were hurled, as javelins were sent flying from the skilled hand of the ancient warrior, they were themselves flung back as the salt spray is flung from the prow of the mighty ocean steamer. At last, when driven to their capital city, and there besieged and forced to submit to humiliating terms of peace, the French general was compelled to admit that the severe drill and discipline of their opposers, the schoolmasters of Germany, had rendered the stolid German forces well nigh invincible.

And so in our own late war for the Union, when civilians became soldiers in a day, and equals of a life time, at home, were suddenly separated into superiors and subordinates, many grew restive under what they deemed undue severity in discipline; but after months of drill and training, when they were finally brought under that severest strain of the soldier, the fire of the enemy, the booming of the cannon, the screaming of the shell, and the pinging of the minnie ball, then they began to be thankful to their officers for the severe drill that made them know but one thing in the time of trial, and that was to obey their commanders in all things, without a thought of wavering or flinching; and feeling therein their own mighty strength, of a thousand men, with the strength of the thousand consolidated into a mighty host, as of one man.

Thus in all walks of life, the discipline prepares us for our several stations; constrains us, by the very force of such discipline applied to ourselves, to do the right thing in the critical moment, because our whole lives have been drilled to do the right.

It is no uncommon thing in this fast age to hear pupils, and through them, parents, complain of the "machine" methods of the schools of the present day and ask, restlessly, "what is the use of all this?" Ah! my friends, it is every-

thing! Without drill and discipline, instilled into the mind and habits of the child, he becomes a mere vacillating machine, as likely, even more likely, to go "off on a tangent" than to remain in his own sphere, and like the bright shooting star, on a clear night, brilliant in a sudden flash, and then gone out forever!

No hour spent in disciplining the mind, no days spent in forming right habits of thinking, acting and acquiring, are ever lost. They are the pearls along life's rugged pathway, which, gathered up, form the priceless diadem of force and character.

In the earlier history of our land, educational facilities were often unattainable, and occasionally a bright mind, drilled and disciplined in the exacting crucible of poverty, and purified by constant hardships and privations, developed into genius; and we had a Washington, a Douglas, a Lincoln, and an Everett. And often now the cry goes up, "Down with machine methods, let genius have free opportunity!" How great the mistake, and how loth would those grumbling parents be (not to speak of the children themselves) to take that exacting road to fame and distinction.

We often hear it said that the brightest minds come from the rural districts, from the country. This has some foundation in fact, but only because, as a rule, a better physical constitution is there developed, to aid the mental machinery; for without bodily strength, mind becomes inert.

It is unquestionably true that a denser population and contiguity of pupils, giving ample opportunity for competition, secures to cities and villages advantages in school matters of very great value. The wise man has said, "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend;" and there is much of this sharpening in the commingling of minds, when pursuing the same paths of learning together.

What then can be done to give our rural schools some of these advantages? Certainly not in isolating each community entirely from its neighbors in educational matters; certainly not in permitting each pupil to follow his own peculiar and, most likely, vague and deceptive inclinations; but rather, in a union of minds and a union of efforts.

A lack of unity of purpose, of an aim at a desired end, is one of the crying evils of our country school system. With each teacher, comes his own particular methods, entirely different, they may be, from his predecessor, and leaving to his successor nothing to guide him, a new direction is taken, and like a huge vessel at sea without compass or chart, tacking first to the right, and then to the left, zigzagging in mid-ocean, is it any wonder that so many frail barks are stranded and never reach their ports?

Even a little system, a little drill would accomplish great results. How are we to gain these? Under our existing laws, a township superintendent seems to be the only practical solution of this difficult problem. By this plan there could and would be a unity of purpose, a systematized plan, rude, probably, at first, but still a thousand times better than our present chaotic condition, and likely, in a very few years, to produce, as the seed of the sower, "some thirty, some sixty and some an hundredfold."

One hundred dollars a year, in a township of a dozen schools, will accomplish wonders; and as time develops the system, a union of weaker districts into strong and healthy ones, the establishment of a township Central High

School, accessible to the stout, healthy farmers' boys and girls, who would only enjoy a walk of a couple of miles, or a ride of three or four, each night and morning, and you have, at little additional cost, a perfected system by which glorious work will be accomplished.

I speak from experience, having assisted in my own township, beginning twenty-three years ago, with this very plan, until all we hoped for and manifold more has been accomplished, including supervision and system for over twenty years past, and the High School for the past five years.

Much of these benefits might be accomplished, even without a township superintendent, if the township were the unit in our school government, instead of the isolated sub-districts, and the township board, in some way, be the direct employers and overseers of the teachers, as is the case in the villages and towns. Then a systematized plan and course of study could be provided, by a union of the best experiences of both the township teachers and the township board, and all could be followed and perfected, from time to time, by a regular quarterly (or monthly) meeting of the board and teachers, in a sort of township institute.

These are some of the plans that would undoubtedly succeed, if persisted in, and bring our country schools to that high standard that the robustness of farmers' children, and their general purity of morals, superinduced by their country life and habits, entitle them to.

It took precious life blood to preserve this nation and wipe away the stain of slavery; it may take a little money to bring order out of chaos, in our country schools, but it will pay, in the end, a thousandfold.

And why should we cling to the present anomalous sub-district system? It is forty years old, and exactly the same as it was forty years ago. Has all else stood still these forty years? No, we have changed our "clearings" to magnificent farms, our log cabins to modern, capacious farm houses, our almost impassable mud roads to smoothly-graveled turn-pikes, our lumbering road wagons to finely cushioned buggies, surreys and landaus, our slow-going ox teams to fleeting Hambletonians or Morgans, our great thoroughfares from creeping canal boats to flying railroad trains, our weekly letters, carried by post boy on horse, to messages by lightning, and in our purchases of groceries, our calls for the physician, our sales of grain or vegetables or live stock, our social amenities, we fly to the wonderful tattle-tale telephone, and even extend its use to courtship—by the young people—though I have always thought, that in that one particular, the "good old way" was the best. In all our cities and villages, wonderful strides forward have been made, in all school matters. Why should we country people be satisfied by remaining in the old and cumbersome paths?

Truly, to our young people of the country, "the lines have fallen in pleasant places." With all the comforts and conveniences of life, unknown to their forefathers, with nature pure and undefiled all around them, with the blue arch of heaven above them, everything seems to assist to a life of purity and happiness; and may we throw no obstacle in the way of mind or heart, but encourage and animate all honest endeavor for advancement in morals, and in education, until the pride and joy of our land shall be our country schools and country homes.

## DISCUSSION.

R. H. HOLBROOK:—There is no need to be faint-hearted or ambiguous in the advocacy of this measure. Two facts fairly and plainly presented to the voters of any community will help to convince them of the necessity of this measure. The first of these facts is: The great characteristic feature of our civilization is that power and progress have always followed upon organization, and that this feature is wanting to the country school. No enterprise, no interest, no institution has attained success that has not been the product of the signal power of organization. Capital organizes; trades organize; professions organize; everything is organized but—the country district school. It is a great, independent, sovereign autonomy. Every country school is separate from, ignorant of, regardless of, every other country school and graded school. The benefit that comes from union, co-operation, association, comparison, competition, are utterly denied and entirely wanting to our country schools. Let this fact be vigorously portrayed and fearlessly asserted. Second, Continuing legislation is the true evidence and record of progress in public institutions, and that there is no sign of important legislation for the country schools since their organization. Every manufacture, every business, every profession has adapted itself to the wonderful progress of the last two decades by legislation adapting it to the new developments and demands of our age—except the country schools. Can it be that we are living in an "age on ages telling" demanding reconstruction of every social organization, and that the country schools alone have no need of change? No, sir! The country schools need legislation to put them on a practical footing with the other institutions of our age. I do not say, Mr. President, that the country schools have not improved during the last thirty years, but I do say that they have received none of that support and permanent staying power, in their efforts at progress, that come alone from legislation, which fixes, crystalizes, that consensus of opinion which experience decides upon. Now, sir, this organization, this permanent milestone of progress which should be finally established, is to be attained in the Albaugh Bill. Let the good day soon come when it shall be a glad fruition.

ARTHUR POWELL:—I am a little surprised that we have made so much progress in all other directions and that we have not made any progress in education. I thought we had made considerable progress in the forty-two years that this State Teachers' Association has been in existence. I am a little uncertain as to the repeated discussion of this question of township or county, or whatever kind of supervision. Our good brother Ellis gave us some very good ideas on this subject a year ago. We need as teachers not to go over and over again these same arguments, but we need to do a little work at home. I think every teacher here is convinced that organization is essential. Now then, as our brethren have already discussed this question, go to your county fair, go to various places where you may meet the farmers, and discuss there the question of supervision, and the changes you are desiring in the schools; then we can have this legislation. Now then, if we will go to the county fairs, if we will have an educational department there, if we will work as this brother that gave us such excellent ideas on this question did, I think we will soon have legislators who will give us the right kind of laws. It seems to me

that we now have a law that will give us supervision. I say let us use the law we have, but do not let us have so many generalities concerning the question when we have the power to put it in force.

N. H. ALBAUGH:—I wish to say that the long experience which enables me to agree with the last speaker that we have certain laws, also convinces me that in nine cases out of ten they cannot be put in force; and they never will be put in force as long as we have two distinct and separate boards in the township. Many of the sub-district directors can neither read nor write, and they are the very ones who have sent in remonstrances to their legislators against the passage of the bill. Now it is necessary for some one who knows to say in thunder tones to your legislators that there are other voters beside these ignorant voters who remonstrate against any advancement in common school education. It is the teachers' fault, it is the fault of those who are interested in education, that these laws are not different. In several townships in my county, they have a number of these local directors who can neither read nor write. I saw one of them the other day, with a look of profound wisdom on his face, complacently reading a newspaper upside down. These are the very fellows who protest that they are being deprived of their rights—their right of being elected sub-district directors, and of managing their own schools in their own way. The bill has been reconsidered and comes up the second Wednesday in January, and I will give you a pointer now, that the best way in which to secure the passage of the bill is for each one of you to get up a petition urging its passage, because each name looks like one big vote for the passage of the bill; and if you can make the average legislator believe that his name will be scratched if he does not urge this measure you will have done much towards gaining the desired end.

A. A. BARTOW:—I want just a word on what the gentleman from Lebanon has said. Of course we do not want to go into a discussion of the subject as to whether power is a good thing or not; but this much we do know, that if we are to get this power from the people, we have got to satisfy them that this is what they need, and it is certainly not the way to get them to understand that they do need it by taking away from them the power they have.

If you take the power that they now have and place it in the hands of the township board, you make them feel that they have been robbed, and that the power has been centralized. If we wish to satisfy these people, do not tell them we are going to centralize this power. They think that the superintendents of this State are scheming for positions. They are jealous of the little power they have, and if we are to centralize this power, we must not be everlastingly flaunting this in their faces. It seems to me that, however, this measure is to be attained, it must be reached in a different way from that.

E. H. WEBB:—I am very much pleased to hear from Mr. Albaugh. It has taken about twenty years to get a legislator who is willing to go into a teachers' association of this character and speak for a measure of this kind; and it seems to me it is wise for us as teachers to hold up his hands in every possible way. Now, what can we do to secure the passage of this bill? The interest teachers take in it seems to create suspicion. Is it best for us to take too active a part in this movement?

U. T. CURRAN:—I have taken much interest in the progress of this question

in the State of Ohio, I have thought that the only real progress was something that was demanded by the people. If some neighborhood came to the legislature and demanded a certain thing which the majority of these were in favor of, their request would be granted. Now, if the teachers in this State would go at this question as politicians do, there would be no trouble about it. I have taken an interest in politics and I know how these things work. I hardly think it is necessary to force every township to adopt this system.

We can get any law passed that we want. We have had laws passed that violated the constitution of the state when the legislators themselves were very doubtful in regard to the measure. Convince the legislators that the people desire this measure, and they will adopt it speedily.

N. H. ALBAUGH :—There have been very few petitions sent up to the legislature on this subject. It should be remembered that every petition and every name has weight. If teachers desire the adoption of this measure, it will do no harm to say so on paper. It was said at Columbus that teachers have undergone a change on this question in the last two or three years. I do not believe this is a fact. I believe the teachers of the State are in favor of this measure. If you are, for Heaven's sake say so on paper, and you shall have it.

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## TRAINING FOR CITIZENSHIP IN PUBLIC SCHOOLS.

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BY DR. R. W. STEVENSON.

The most important questions of the day before the American people are centered in ethics and economics. Back of ethics is religion, or the four great commandments of the decalogue. In these, man's relations and duties to God are clearly defined; the other six commandments show man's relations and duties to man. This great summary of law in the entirety of man's relations and duties is a unit. A violation of one table of this unparalleled statement of the great law-giver is a violation of the second table. They can not be separated from each other in the social life of a human being any more than the branch can be separated from the parent stock and live, or the body survive after decapitation. Education was the outgrowth of religion in the Hebrew nation, and universal education was provided for in the Mosaic code. Since the birth of the Christian religion to the present, the church has been the mother of schools of all grades, from the elementary school on the hillside to the well equipped university. When the Bible, through the printing press, was given to the people, schools, literature, art, and science took on new life. German and English literature began with the German and English reformations.

I wish it to be understood that while civics is within the domain of moral law and has to do with right conduct in our relations and duties as citizens, it must not be forgotten that ethics and religion are blended together and can not be separated in teaching and training youth for the family and the state. Government should be regarded as a divine institution, and the Supreme Being acknowledged as the inspiration and disposer of national existence. The or-

dinance of 1787 recognized religion, morality and knowledge as being necessary to good government and the happiness of mankind. These then, religion, morality and knowledge, are each equally essential in the estimation of the fathers. If this be true, the neglect to teach the youth one of these essential elements of an education is to defeat the power and influence of all instruction and training. Many teachers are so fearful of giving religious instruction that they lose even the spirit of religion and weaken their power in teaching and securing moral conduct. I am not among those who believe that the teaching of morals in the public schools is a failure; but I do believe it falls far short of the force it would have in forming character if it were not divorced from religion, pure and simple. Christian ethics is right conduct as exemplified and taught by the greatest teacher the world has ever seen. A disposition and courage to teach the youth faith, reverence, admiration and love for the author of the Christian code of morals is necessary to give power and influence to all efforts at moral teaching. Secularism and sectarianism are alike to be avoided, but there is great danger that in efforts to avoid the latter, the former is given too prominent a place in public instruction. No one who has not the spirit and is ignorant of the catholic principles of Christianity can be as good and as useful a citizen as one who has this spirit and knowledge. Conduct measured by the teachings of Christianity with reasonable intelligence is the essential element in the good citizen. To train the youth to such conduct and to impart such intelligence embrace the teachers work in civics. The principal object of the state in providing the means of education for the youth is to prepare for citizenship. The state regards good citizenship as one of the results of a true education; and it should follow as a consequence of the training given in the public schools. But does it? Are there not too many bad citizens? Too many paupers? Too many idlers? Criminals? Unscrupulous demagogues? Is not the right of franchise too lightly esteemed when a vote may be bought with a glass of whiskey? When intelligent men will defend and apologize for ballot-box stuffing and tally-sheet forgers? In these cases it is not intelligence that is wanted, but integrity and moral sense. The number of bad citizens as compared with the good is large enough to alarm the conscientious teacher and thoughtful and patriotic citizen. Both teacher and citizen agree that while the public schools have done, and do much to make good citizens, they should do more. The training of the past, gauged by the results as exhibited at election precincts, and in the character of office-holders, is not complimentary and must arouse an unpleasant feeling in the heart of the old teacher whose boys are among the unscrupulous voters and unpatriotic and dishonest officials. To train the youth who attend the public schools to be good citizens in both private and public life, the teacher has a two-fold duty to perform, and one involving the happiness of the pupil and the welfare of the state and nation. First, by the discipline and government of the pupils and systematic training to obedience to rightful authority, integrity, industry, acute moral sense, and patriotism; second, such a knowledge of the government, national, state and municipal, as becomes citizens of a government whose people is the highest authority and the final court of appeal on all political questions.

*Obedience to Rightful Authority.* There is a cluster of virtues in the word obedience—compliance with all just requirements, subjection to restraint and

control. All the virtues enumerated in the admirable paper of Dr. W. T. Harris, on Moral Training, namely : punctuality, regularity, silence, truthfulness, justice and kindness are summed up by the one word, obedience. The children should cheerfully accept as rightful authority the Supreme Being, parents, teachers, those for any purpose placed over them, and the laws enacted by national, state or municipal authority. It covers all just and reasonable requirements made by recognized authority. When the authority is recognized, the obedience in almost all cases must be unquestioned obedience. The child should be taught to obey parent, teacher, or others in authority, out of respect for the one who gives the command. The captain commands, the soldier has no option ; his duty is to obey. The same kind of obedience should be required in family and school government. The obedience required should be prompt, cheerful, without evasion. No half-way compliance should be tolerated. Every boy who leaves the public schools without thoroughly learning this lesson and to repeat it until it becomes a habit, will be in danger of becoming a violator of law and consequently a bad citizen. For example, playing ball upon the streets is prohibited by a city ordinance ; now, suppose a teacher tells his pupil, I cannot see any harm in your playing ball upon the street provided you do not interfere with those passing and keep out of sight of the police. Would not such instruction make light of the violation of law and tend to lawlessness? Should it be represented by the boys to the teacher that they wished only permission to toss their ball from one to the other on the street, and this was granted or winked at, would it not still be a violation of law? The safe and correct instruction would be to say with emphasis, that it was law and therefore wrong to violate it or evade it. In many cases, might it not be true that children in the public schools are not only trained to speak evil of rulers, but to violate law? An offence against God or a transgression of His law may sometimes affect only the transgressor himself, but a violation of human law enacted by the powers ordained of God is an offence against both God and man. May it not be possible that there is a thoughtless laxity in the discipline of the public schools which impresses the pupils with disrespect for law and leads them to hold it no great sin to break both the commandments of God and man. Pupils under such government will soon grow into the feeling that no law limiting their desires and ambition is worthy of their observance. Good citizens cannot be the result of such training.

Again, obedience to the truth, and regard for the sacredness of an oath should be inculcated. It has been well said, "Truth is the basis of the duties of a man towards others" No positive relation with our fellow-men is possible except through truth. The administration of justice is impossible unless witnesses can be trusted to tell the whole truth and nothing but the truth. The sanctity and binding power of an oath cannot be fully comprehended, and the awfulness of the crime of bearing false testimony felt without a clear apprehension of the Supreme Being and His attributes of omniscience, omnipresence and infinite justice. To secure justice and protection to all under a government, the state surely requires the teachers of public schools to give such training and knowledge as will insure the administration of justice, without which no government, however strong, can long endure.

*Integrity.* Another qualification for citizenship is integrity. This word means much. Its original meaning is wholeness, hence moral soundness ; freedom

from every biasing or corrupting influence or motive. It has been said: "The moral grandeur of independent integrity is the sublimest thing in nature, before which the pomp of Eastern magnificence and the splendor of conquest are odious as well as perishable." Integrity is needed at the polls, to preside over the ballot-box, to sit in the lowest and highest official stations, and in all government trusts and employments. The teacher in the government of his school should be a living example of independent integrity; no influence or motive should lead him to be partial, to violate a promise, or to compromise with evil. Ability in school government to suppress, for the time, wrong doing by fear or love, is often mistaken for disciplinary power. Such a course is but trimming the tree of insubordination for a more luxurious and vigorous growth. The true disciplinarian looks into the soul and plants there, if need be, the seed of integrity, and then patiently and persistently addresses himself to stimulate its growth. As long as he can see that the plant from his seed is developing, growing, he is not disturbed by superficial misdemeanors on the part of his pupil. Surface indications do not always show the rich treasures that may lie underneath; again, the surface may be rich, while underneath is barrenness; so a pupil's outward behavior may sometimes be good, but the heart unsound, and sometimes the behavior bad and the heart sound. There is too much of our government of pupils which is for the day and not for all time. It sometimes happens that the quiet school, the one in which the management is excellent, everything is done in a systematic way, orderly conduct is everywhere manifest, and yet this may be, so far as a good training is concerned, the worst governed school in a whole system of schools. Improper incentives are used; deception is daily and hourly practiced by the teacher to foil the mischievous tendencies of the pupils; purely intellectual achievement is the highest standard of excellence; integrity, if accompanied by dullness, counts for nothing; and dishonesty, if covered up by shrewdness, is accounted a commendable performance. Pupils growing up in such a school will not hesitate to violate contracts, take advantage of others in a bargain, and to tamper with the most sacred, social and civil rights to accomplish a selfish purpose. Good citizens will not come from such training, and the more acute their intellects become, the greater the danger to society and the civil institutions of the country. I wish I could believe that the number of such schools, as I have described above, is small, but I can not. They are to be found among public and private schools and in colleges and universities. They spring out of the purely secular idea of education.

*Industry.* It is the business of the government to encourage industry, for it is essential to the happiness of the people and the success of a commonwealth. As a rule, disturbers of the peace, political bummers, and criminals, come from the class which is not habitually diligent in any regular employment. All governments depend upon their industrious citizens for support; if the number is great, the taxes are light; if small, taxes are heavy. How to educate the youth to be self-supporting in honorable employments of body or mind, is a problem not yet satisfactorily solved. To train pupils in habits of industry and to find pleasure in active and steady attention to work, requires extraordinary qualifications and peculiar individual power. The results of the public schools in producing men willing to work diligently at any honorable employment are not satisfactory. Tramps, common idlers, shirks, persons afraid of hard work, seekers after a living by their wits, persons not feeling it to be disgraceful to be

dependent upon others for support, and the thousands who enter the professions as an asylum of ease, and not because they have taste or talent for the work involved, are too numerous. They swarm in our towns and cities and are ever ready to join strikes and riots. In turmoils, they have everything to gain and nothing to lose. Educators see the necessity of diminishing this floating, shiftless and criminal class. Good citizens look to the teachers in the public schools to do more than is now being done. Hence the cry for changes in the curricula of study, by the excision of some parts and the substitution of something bearing upon practical life under the taking head of Industrial Education. The introduction of Manual Training is believed by many to be the sovereign remedy. In the rural districts, there is always abundance of work on the farms to engage the attention and hands of the boys during their leisure from school duties. They acquire in this way habits of industry, if not training in manual labor requiring skill. It is not so in the towns and cities. Parents have nothing at all to employ the idle hours of their boys. The good effects of the few hours they are industriously employed in school work is canceled by the hours of idleness out of school. Nor is the school work of such a character as to give physical exercise such as the natural feelings crave. The theory is that this surplus energy instead of being employed in idle sports may be utilized by the employment of the hand and eye, supplement the school lessons in industry, bring out latent talent, and better prepare the youth for gaining a living. It would open up to them the field of the mechanic arts. Besides, it would dignify manual labor, and remove from it the shadow more or less dark cast over all manual employment by the long years of slave labor. The suspicion that it is not quite as respectable to work at the carpenter's bench or in the machine shop as to keep books, sell goods, practice law or medicine, has robbed the productive industries of the state of the best talent, and doomed to poverty many who might have had a life of usefulness and competence in a line of work for which they had natural gifts. These are strong arguments in favor of the introduction of manual training. I am not one of those enthusiasts who believe that manual training will, to any very perceptible degree, increase the number of industrious citizens, but it will be helpful. The phrase industrial education sounds well, and catches the popular ear, but will accomplish no such results as its most ardent friends anticipate. To inspire the youth with a love for work, to imbue them with an ambition and determination to be employed in some good and profitable work, whether of mind or hand, will do more to form habits of industry than training in the skillful use of tools. So far as manual exercise goes to fix industrious habits it is valuable, but I fear the practical value will not meet the public expectation. Manual training is only a means to lessen idleness and its accompanying vices, and to increase industry and its accompanying virtues. If it becomes also a means of guiding boys into mechanical pursuits for which they have a natural aptitude, then all the better. Any instrumentality that can be legitimately used in education to form industrious habits, and shed light upon the difficult and delicate matter of choosing an occupation, will accomplish much in making good citizens, and should form a part of the public school curriculum. Indolence and shiftlessness disqualify one for good citizenship.

*Patriotism.* To be a good citizen one must be patriotic. He must not only passionately love his country but cheerfully defend it. One may be a politician

and not a patriot. The former may be a man with a little mind, a selfish heart, and a big mouth. The latter may be a politician, but his acts are prompted by love of country, and directed by intelligence and a thorough study of political history, and seeks wholly the highest welfare of his country. He has a conscience and an ideal moral standard; by them he gauges measures and men, and gives his vote and support to those, irrespective of party ties, which his judgment approves. (A mugwump is ruled out of this definition). Patriotism has its beginnings in the natural love of home. A country whose people own their homes will never want for willing defenders. They very naturally reason that the advancement of their country in moral and material wealth will increase the stability, security and value of their own possessions. The people of Switzerland have ever been distinguished for loyalty and patriotism. Nearly every one has a home of his own, often but a barren rock, or an acre on the steep mountain side; yet about it cluster the fondest memories and associations. This home binds him to his country and makes him a loyal citizen. The dangerous class to any country is what is known as the floating population. The people who go from state to state and from city to city, having no settled home and no permanent attachment to any place or people, will not form a strong affection for country or government. The state which encourages permanent settlement by offering inducements to purchase homes is wise; the person who makes it possible for the working-men to secure homes which they can call their own is a benefactor and a patriot. Every man who is rescued from the floating class by settlement in his own home is well started on the way to good citizenship. As his attachments and those of his household cling more and more tenaciously to the homestead, he grows in love of country and activity and intelligence as a citizen. That city, as a rule, will be found the most prosperous, the greatest number of whose citizens occupy their own homes. It makes the best interests of the city their own. If this be true, then the children should be trained in the love of home; to become attached to the place of their birth, to plant vines and trees, and in every possible way to ornament and make attractive the home. The desire sometime to possess a home of their own ought to be assiduously cultivated, and the children should be required to commit to memory beautiful sentiments both in prose and poetry. Patriotism may also be cultivated by the narration of heroic deeds in defense of home and country. The history of all nations is full of noble deeds of self-sacrifice and patriotic daring for home and country. Our own history as a people is without a parallel in richness of incident and example of glorious achievements in public life; and in private life, endurance and suffering for others have immortalized hundreds of men and women. On the walls of every school-room in the land should hang portraits of persons who have distinguished themselves as patriots, and the flag of our country. With their achievements and lives the children should be made familiar, and be taught the lesson, that the road to honor and fame is through what we do for others and not what we do for ourselves. Pure selfishness and patriotism can not dwell together in the same heart. Appreciation of the value of liberty, the greatness of our free institutions as compared with those of other countries, should be developed in the minds of the youth, that they may have a just pride in their country and their country's history.

The second part of this discussion is not difficult, viz: the instruction the children should receive and how it should be given. Considerable instruction

is now given in the science of government as a separate branch in the high schools and in connection with the study of United States History in the grammar schools. In many schools the subject is well taught and the pupils leave with a good deal of information about civil affairs. But the instruction should not be limited to high schools and the higher grammar grades, for the great multitude of children leave school before they reach these higher grades. What can be done for them? Can the instruction in civics be brought within the reach of their understanding? In my judgment it can. It must be done, however, by informal oral instruction rather than through the medium of a text-book. Children up to a certain age understand better what they hear than what they read. Besides, the teacher is at liberty to seize upon facts which can be observed by the children all round them. For example, the children know they have a school-house, they know it is furnished and that they are provided with a teacher. They know that it took money to build and furnish it and to pay the teacher. Where did the money come from? Who had it in keeping? Who gave the right to expend it? Whose money built yonder church edifice? Was the money that was expended in building the church and school-house raised in the same way? Who supplied the money to build the court house? To whom does it belong? By similar questions the subject of taxation may be developed. The subject of township, county, city and state officers may be developed in the same way. Who receives the money raised from the people by taxation? How does he know to whom to pay money? The law directs him. Who makes the law? If there is a question about what the law means, who will decide the question? Thus the pupils are led to see that there is a law-making power and an executive power. Each department of government may be taken up separately, and leisurely and systematically developed. In the fourth and fifth years of school life the instruction in civics may be given in connection with geography. When the subject of a division of a state into counties and counties into townships comes it is not difficult, nor need much time be taken to give a pretty full statement of the administration of public affairs of the county. When a state is studied, the state government may be considered, including state officers, their duties, the elements of character they should possess, and their literary and moral qualifications for the several offices. For those who are to be chosen to fill executive offices, the character of the men, and the peculiar qualifications, as moral courage, determination, singleness of purpose to enforce all laws within their jurisdiction, whether they believe them to be right or wrong, for if they believe certain laws to be wrong, their only course is to resign, ought to control all good citizens in casting their votes rather than party ties and affiliations. Qualifications should especially govern in the selection of county and municipal executive officers. The execution of good laws are often evaded or ignored altogether, because men have not the courage to break over party lines. Much can be done in the training of youth to break up this blind adherence to party for the good of the party, but injury of the people.

Instead of beginning the instruction in civics with county, municipal and state administrations in the higher grammar grades, the teacher will find it profitable to begin with the national government or the national constitution. One method is to take up the discussion of one department of the government and follow it through from the highest to the lowest. For example, the law

making powers, beginning with the United States Congress, its organization, powers, duties, qualification and election of members, representatives of states, etc., etc., the state legislatures, organization, powers, etc., and finally, the legislative bodies of cities and incorporated towns. Following the same course with the judicial and executive departments, the teacher can give a very good knowledge of the machinery of our government.

In the study of the colonial history, more attention and emphasis should be given to the political history and the civil and social affairs than is ordinarily given by the teachers of this subject. The political history of the Union before the Constitution, especially the formation of the Confederation from the second of March, 1781, when the new government went into operation, till the adoption of the Federal Constitution. If the time is sufficient, a careful study of the men and measures of those stirring and eventful days will be of great interest and value. The instruction may be made so interesting and inspiring that a taste for such reading and study may be formed which will be lasting and of personal and public value. What is needed is more statesmanship and less politics. Dead issues are only to be studied so far as they will throw light upon the character of the statesmen of the times, and furnish knowledge and methods for future action under similar circumstances. Negro slavery is now dead, but the issues which grew out of the institution are still in many forms before the American people and will continue to be. The influence this institution has had to degrade labor will be felt in social and political life for a generation to come. Although practically dead, the stench of the decaying corpse still pervades the moral and political atmosphere. The history of slavery and its overthrow is worthy of study. History and patriotism should be taught by requiring the youth to commit to memory the great patriotic addresses of ancient and modern times. At stated times, extracts from the speeches of Greek and Roman, English and American orators may be rendered by one part of a class while others write and read sketches and incidents of their lives. Literature has become so voluminous and varied that the old standard speeches of fiery eloquence of great statesmen and orators are too often passed by. It is gratifying to know that a series of patriotic readers for supplementary reading has been projected. A distinguished general of the Federal army, but of Southern associations, in the late civil war, said that the recollection of Webster's speech against Hayne, committed to memory when a boy in a country school, saved him from casting his lot with the Confederate cause. No one can measure the good to be accomplished by lodging permanently in the minds of youth such sentiments of patriotism eloquently expressed. A party recently visited the old church at Richmond, Va., where the House of Burgesses met, and where Patrick Henry made his famous speech. The pew in which it was said he sat, was pointed out to the party. An aged gentleman of the party, took his seat in the pew, then arose and delivered the famous speech, to the delight of all present. He said he had not repeated the speech before for thirty years.

I close this discussion with one more thought as important as any presented. The youth must be trained to do their own thinking. The boy who is not taught to do this while in school will not be likely to do it when in the whirl of life. He will be carried by every wind that blows. His thinking will be done by demagogues and corrupt politicians. Politics is a subject of conver-

sation at every fireside, on every street corner, the press teems with partisan political issues, candidates are roundly abused or praised *ad nauseam*, and misrepresentation becomes so general and truth and falsehood so intermingled, that one incapable of thought is at the mercy of others. He is just as liable to vote wrong as right. Therefore, to be an intelligent voter, a man must be in this country an independent thinker. He must have opinions of his own and ability to defend them. Crafty and dishonest politicians soon find out the weak and vacillating in a canvass, and get in their work where it will do the most good. The man who thinks intelligently is the only man who can conscientiously discharge his duty in the exercise of the right of franchise. The men who are still on the fence on the day of election are the lawful prey of the hoodlums and corruptionists. Teaching the boys to think for themselves and to act independently will diminish this class of bad citizens. Teach the pupils to think, yes, that is the all important question. Every conscientious and progressive teacher eagerly asks, how? The college and university people say the high school people do not do it; the high school people say the teachers in the grammar and primary schools do not do it, and the latter say parents do not do it. But do all teachers of the highest and lowest institutions of learning try? If there is one who can answer, clearly and fully, this question, how? let him, pray, have the floor for the rest of the time allotted to this meeting of the Association, then crown him as the prince of schoolmasters.

At a political gathering in New York, Rev. Dr. McArthur, in his prayer, used the following language. It expresses sentiments worth remembering:

"We beseech thee that wise counsels prevail. We pray that all who take part here may be guided by the highest motives, the purest principles, and the noblest policy. May they remember that nothing can be right in politics which is wrong in morals, that nothing can be for the good of a political party that is not for the good of man and the glory of God. May we all remember that he serves his party best who serves his God and fellow-man most."

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#### DISCUSSION.

J. W. MCKINNON:—In the discussion of all questions bearing upon the province of the public school, those which bring immediate results receive most attention.

Too many people see no end in education except a big round silver dollar; hence, boys and girls must be trained to earn it. There is more demand for youth who can *do* something than for youth who can *be* something. In one sense, the demand is proper, but the most important thing to be secured is such a training as will help one to *be a man*, while he *does a man's work*. We can't train our young for everything; we can't make practical farmers, nor practical mechanics of all our boys, but we can help them to lay a foundation for those practical things. The object of the public school is to make better men and better women—better citizens—of our boys and girls, than they could be without it.

One problem to be solved is, how the public school is to make itself felt for intelligent, patriotic citizenship. Men are getting to have no political conscience, and either commit political crimes themselves, or excuse and defend

those who do. Our youth should be taught to oppose such a state of affairs. They should be trained for their political duties as well as any other duties. The better our people the better our government, hence the necessity for appropriate education.

Election day is our great American holiday, and our people should be taught to celebrate it right. Our recent experiences show that somebody must come to the rescue and instruct. The founders of our government were wise men and did their work well, but wisdom is needed to maintain as well as to found. Our dangers are in the present and in the future. Vicious methods of politics are allowed to prevail, the ballot-box is corrupted, men's votes are bought and sold—all for party advantage. Our legislative bodies engage in making political capital. Congress has been conducted for several months more in the interest of the coming election than in the interest of the people. Each of our two great political parties holds one branch by a very slim majority, and strategy is in greater demand than statesmanship.

We need more true patriots and fewer professional politicians. If we get them, we must make them by education. The place for this work is in our schools. Our boys, and our girls too, for they both may be our future voters, should be taught to look upon the political thief and the political liar as the worst enemies of state; and that he who steals a ballot, corrupts a voter, or falsifies an election return—the expressed wish of the people—should be at home in the penitentiary. And they should be taught that all who defend or excuse such criminals are unworthy the confidence and support of patriots. This is a debt we owe to our country, to our times, to our future voters; and the public school, better than any other agency, is able to help pay that debt.

A. B. JOHNSON:—This is surely a legitimate question to bring before the Ohio Teachers' Association, or any other state teachers' association; and what is good about it is that it is comparatively new. If this question were started in any other audience than one composed of teachers, I should say that we are training for citizenship in the public schools. The public does not realize how much we are doing. To place the child under the control of the master, where he is obliged to conform to the law of the master, is doing more than any other thing to prepare our youth for conformity to law in future life. We are not doing all that we can do, by any means. We are not alive to our privileges and our duties in this direction. As has been said, knowledge and patriotism are the chief elements which produce good citizenship;—knowledge of the principles of religion and the laws of our government.

When, where, and how shall this be given? Best in the public schools, and under the direction and guidance of the teacher. The state has established public schools that we may produce intelligent, virtuous, and law-abiding citizens; and when we are about that business, we are doing that which is directed and will produce those results which the state especially seeks for. When the question of compulsory education was being discussed some years ago, a wealthy man, without child or relative in the schools, remarked: "You bleed me every year to support these schools. Now, I demand that in return you compel the children to attend them. It is your part to see that that work is thoroughly done."

In this connection one argument has been advanced which never has been,

and cannot be, answered. The state enacts laws and prints them. The citizen is expected to be able to read them and to reason about them. Then the state is bound to prepare these coming citizens that they may be able to read and to reason in regard to the laws which govern them.

Whatever the discussion may be in regard to the extent to which we shall go, thus far we are on safe and incontrovertible ground.

REV. G. H. PEEKE :—I was very glad to hear the last speaker allude to something so vital to the subject of the education of the youth of our land. I was very much surprised in regard to the attitude he took. It was an excellent sermon. The first speaker emphasizes the fact of the law of God. The more a man studies it the more he believes in its universality.

I want to make a practical suggestion for the teachers and friends of the Association. I was surprised that the gentleman did not emphasize the fact of the Constitution. It is the kernel of the whole matter. I should like to have every child in the land commit the Constitution of the United States. It goes on to say we are born equal. Now what does that mean? You cannot legislate a man into manhood. We believe that there are certain inalienable rights that belong to the citizens of the United States. This country, or any other country, only gives a man an opportunity to be a man. It can give a man an opportunity, and our public schools are giving men that opportunity. It is not a question of the Bible. It is a question as to what will make the best citizen. We do not want Presbyterians; we do not want Congregationalists; we do not want Methodists; but we want citizens. This is the best country that God ever gave to man. There is a vast difference between a citizen and a subject. A citizen is a king. The reason of the free schools in this country is to give every man an opportunity to seek his own royalty. Any man who comes to this country and fails to appreciate these opportunities, has no business here. If he does not want to be a moral man and a Sabbath-keeping man, he has no right here. Anyone who does not teach the principles that underlie our government, is not fit to teach. If you are not filled with the idea that you are inculcating the principles of the Bible, you ought to be put out. The best book to build up moral principles and moral character is that grand old book, the Bible.

DR. TAPPAN :—I feel very thankful for some of the good things that have been said here this afternoon. I would suggest that we revive, in speaking of certain crimes, some old English words which have been dropped out of use, the words "treason" and "traitor," and apply them to every man who undertakes to destroy sovereignty or who undertakes to defraud the sovereign of his power. The sovereign is the people; and let us use these words in condemning those crimes that are not spoken of in the way they ought to be. There is one form of treason that is getting to be common. It has occurred a few times in Ohio, though it has been less common in Ohio than in some other states. I mean that kind of treason which consists in the mob setting itself up to be the administrator of criminal law. It is a crime that is getting to be common, and which is too much favored by the press of the country. We very frequently hear, when some infamous crime has been committed, that it is a time for Judge Lynch. Now, I hold that there never ought to be, in a free country governed by law, any time for Judge Lynch.

I listened with gladness to what was said about obedience, and it was placed rightly at the beginning of the argument. There should be absolute and unquestioning obedience to law.

At the same time, there are many earnest and able men, ministers of the gospel, who are seldom heard to denounce a mob. Let no teacher have any fear. Let us denounce that crime. It is the crime of treason. It is the crime of those who undertake to judge when they have no authority to do so.

C. L. Loos :—Nineteen hundred years ago, a government was founded which has steadily grown stronger all through the years since that time. It is stronger to-day than it ever was. That government was founded on the principle of love,—love for God and the right, love for our fellow-men; and the reason that our form of government is strongest to-day is, that it comes nearest to that form of government laid down nineteen hundred years ago by Jesus Christ.

The principle of that government is love. Do right because you love the right. That is the great principle that every teacher should teach.

Now, there are teachers, I know, who are indifferent to these things. There are those who are indifferent in their daily lives, in their actions, in their principles, in their thoughts, and in those things that are pure and lovely and of good report. I cannot conceive of any greater calamity than to be under a teacher who is indifferent to these things. The teacher who is indifferent to the principles laid down by Jesus Christ, the better teacher he is, the more he can influence his pupils with the love of knowledge, the worse his influence is.

“A new commandment I give unto you that ye love one another. On this hang all the law and the prophets.” Send your children out from the schools with this thought above all others: It is impossible for me to render unto Cæsar the things that are Cæsar’s, unless I render unto God the things that are God’s.

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## EXAMINATIONS AND PROMOTIONS.

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BY L. W. DAY.

Just why this question should be again brought before this Association is something of a mystery to me, for there seems to be nothing new nor even refreshing to be said upon the subject. Probably, most of us have carefully canvassed the whole matter and are well satisfied that we are practicing the method best adapted to our peculiar necessities.

It certainly is a matter of very grave importance, not so much, possibly, to us as teachers, as to the pupils and patrons of the schools—a question that demands our most careful thought, and the exercise of our best judgment. It is a question that has been discussed outside of our own ranks,—not only by the friends of the public school, but by its enemies, as well.

That schools should be classified, no one will deny. That this classification should rest upon some recognized basis, will not be seriously questioned. But what that recognized basis is, and who shall determine cases that may arise are questions upon which we are not at all agreed, never have been, and probably never shall be.

The very first thing to be considered is the character of the teaching which precedes the promotion. If that has been careless, hap-hazard and incomplete, there is trouble ahead, no matter what method of promotions may be followed. If the teaching has been what it should be, the number of cases arising for serious consideration will be limited. Not only so, but teacher, pupil and parent will understand why failure has followed, and in what respect.

In discussing this question, it is taken for granted that the teacher has been fairly successful. If he has not been, the first thing to do in the way of promoting the class is to dismiss the teacher. If the teacher does not give heart and thought and energy to his work, he is unworthy, and should not be permitted to practice upon the children who throng our schools. In order, therefore, to make promotions properly, look first of all and most jealously to the character of the work done in the school room,—to its breadth, its depth, its quality; to the spirit of the teacher, and the tone of the school. For if there be serious lack in the work preceding promotion-day, no amount of care in respect to the advancement of pupils can correct the injury done.

It is probably true that every class that presents itself for promotion, if it has been fairly well taught, will readily separate itself into about three sections: 1. Those who by successful effort have proven beyond a doubt that they should be advanced. 2. Those who from lack of ability, indifferent work, absence, etc., have shown with equal clearness that they should not be advanced. 3. Between these two sections is a class of doubtfuls with whom we are greatly concerned.

This same classification will show itself very early in the year, and should be taken advantage of by the teacher at once. It is not the bright, industrious, ambitious section that requires our deepest thought and wisest effort, but rather the halting, the diffident, the uncertain. By judicious effort, during the term, many of them may be lifted out of this middle class and placed with those who do well, thus answering one of the questions as to the proper method of promotion. The same course followed further will win many a laggard from the foot of his class, and place him among those who do respectably well.

The question of promotion should be practically settled in the schoolroom before the time of official decision of the matter. For the right of promotion rests upon mental growth and development; upon the ability to perceive, to understand, to do; and not upon an ability, in childhood, to answer any ten questions that may properly be given by the most learned superintendent in all the land.

The judgment of the careful and competent teacher should certainly count for much. If all teachers were excellent, then the whole matter could readily be arranged. Unfortunately, they are not, and promotions must be made upon some modified plan.

There are three general methods practiced in various sections of our State:

1. That in which the whole matter is determined by the various examinations submitted during and at the close of the year. In this scheme the judgment of the teacher has no weight, and the whole effort of the pupil, and generally of the teacher also, is to prepare for the next examination. This method is productive of cramming, of narrowness of teaching, and of little development except that of the memory. The text-book is usually not the means

but the end. To say the least, I have no patience with such a method for children of grammar or primary grades; and I am fast losing my faith in it even in the higher grades. I do not believe that under *any* circumstances, the judgment and recommendation of the competent teacher should be ignored or overlooked.

But it is claimed that the examinations given during the year are simply *tests*, and not examinations. What are tests? By whom are they given? When and why? These 'tests' have every appearance of being regular examinations. "But they are not final, they do not settle the matter." But the results are carefully noted and are averaged with the final to determine whether or not the pupil has succeeded. They are given at stated periods, often before the pupil has completed the subject in which he is to be tested, resulting in low standings, which, however well he may understand the subject at the close of the year, must count against him. These tests are submitted sometimes by the superintendent or principal, and sometimes by the teacher of the class. Why these should be given as tests to be recorded for future averages, I can not understand. That such questions submitted from time to time would be of great value to teachers, I can readily see. That the results of such informal examinations could be made use of in determining, in a measure, the *progress of the pupil*, I readily admit. That they are valuable as a means of directing the work of the schools, can not be denied. But that these tests should be considered definite and deciding factors in the matter of promotions, I emphatically deny.

No valid objection can be urged against a fair examination of the school, at the close of the year, when subjects have been completed. But this examination must be upon the essentials of the work accomplished by the pupil. It must not be catchy,—it must not be an attempt to show the great learning of him who makes the questions. Even when made with all these restrictions and limitations, the results obtained should not be deemed a factor of greater value than that of the recommendation of the faithful teacher. When properly used, examinations are all right.

This estimate should not be based on any test, nor yet upon the average of any number of such tests. It should depend wholly upon the fidelity and success with which the pupil has accomplished the work assigned. The careful, competent teacher will know, as nearly as any one can know, whether or not any one or more of his pupils should repeat the work of the grade, or whether his best interests demand that he be promoted. This he cannot know, however, if his knowledge of the work is confined to his own grade; on the contrary, it is absolutely essential to the highest success that the teacher be *familiar* with the work and methods of preceding and succeeding grades. Examinations do not and cannot examine with any degree of thoroughness,—they are straws which may with great profit be taken now and then; but it is preposterous to claim that they should ever be considered as *the* determining factor. There are many pupils and not a few teachers who absolutely need the spur of an examination to secure their best efforts; they are valuable, also, as a means for dividing the responsibility of failure, thus shielding the teacher from the unwarranted attacks of the parents of careless or indifferent children.

I do not argue for the abandonment of examinations; but I do urge their

assignment to a much less important position than they now hold as a means for determining qualifications for promotion.

2. In other localities, the pendulum seems to have swung to the other extreme, and no examinations are given. But a close inspection of the methods actually practiced in such schools reveals the fact that tests are here given as in the first case; that in many if not most such schools these tests are given by the teachers themselves, and further, that the average of these tests determines the matter of promotion in large measure. That is, examinations are given in these schools as in others, though the final is omitted, the very one that should be given, if any, for record. In some of these "no-examination" schools, a daily record is kept which enters into the final decision of the matter of promotion. Is an examination any less an examination for being called a *test*? I frankly admit there are schools in which there are no examinations from the beginning of the year to the end of it. But they are small schools, in which the personal power and enthusiasm of the superintendent or principal is so constantly felt as to furnish the necessary inspiration and give the proper direction to the work; and when all is done he can sit down with the teacher and consider each pupil as an individual. But in a large system of schools this is impossible, and it is unfair to throw the whole responsibility upon the teacher when it can properly be shared by the superintendent or principal.

3. In other sections of the State, the plan pursued is a judicious blending of the two just referred to. Examinations for promotion are submitted; the results are carefully noted, but they are not the only factors. The teacher's recommendation is also considered and given due weight. But in this respect there is great variety of practice. In some localities this recommendation counts for but 5 percent, the examination being rated at 95. In others, the recommendation is valued at 10, 15, or 25 percent, the results of the examination making out the 100. In a few sections the recommendations count for half, or even more.

Such a method as this is certainly founded on good judgment and sound policy. By it, the school is placed largely where it should be—in the hands of the teacher. Pupils soon learn that there is something more to do than to pass the required examination. By it teachers are given wider range, knowing that their judgment will be rated at its fair value when the proper time comes. Again, the fact that a final examination is to be submitted, upon which something depends, will tend sufficiently to keep in check any serious tendency toward dissipation of effort. It will tend also to hold pupils to closer work, than though this incentive were removed. I believe, furthermore, that it is wise to submit suggestive questions during the term, for the benefit of the teacher, to be used by him at discretion, either in daily work or as a test, for the purpose of correcting certain wrong tendencies in the school work, or of giving a more definite direction to efforts in certain lines. If the results of these mid-term or mid-year examinations are recorded, or if the results of the work of the school are entered at all, their only use at the end should be in determining the progress made by the individual pupil, and should never be used in averaging with anything else whatever, to determine promotions.

In all reason, what is it that we wish to ascertain at the time of promotion? Not the *average* of what the pupil knows as learned from tests, estimates, etc.

but rather what he knows of his work at the end of the year. If, near the beginning of his work, 50 percent would fairly represent his knowledge in any particular study, and if by diligence he has at last reached such excellence that 90 percent only fairly expresses his ability in the same subject, why should he be set down at 70, the average, rather than at 90? Why count the 50 against him? It is rather in his favor. And yet this is done in many schools.

But I will bring my part of this discussion to a close. I have endeavored to say—

1. That classification is essential.
2. That this classification should be made upon some well understood basis, fair and just alike to pupil and teacher.
3. That it is unwise and unsound, both in principle and polity, to make examinations alone the basis.

(a) On account of their narrowing and hampering influences.

(b) On account of their open invitation to cram, and to work solely in the light of the expected examinations.

(c) On account of the fact that no man can possibly prepare a set of questions that can fairly and justly test the year's work of any class in any reasonable time.

(d) Because it has been repeatedly tried and condemned by the best schools in the land.

3. The no-examination plan is unwise, unfair and impracticable under most circumstances.

(a) Because, in any system of schools in which supervision is not abundant, close and searching, the inevitable result is almost as many standards of promotion and excellence as there are teachers, rendering uniformity out of the question and classification only such in name.

(b) Because it seeks to throw the whole responsibility of failure upon the teacher, whereas this should be shared by others in authority.

(c) Because in most so-called "no-examination" schools, tests are given both by the teacher and by the superintendent, to be used in a manner similar to the all-examination plan.

4. That the plan of averaging the results of various tests, estimates, etc., made during the year, for the purpose of determining the qualification of the pupil *at the end of the year* is unwise, unsound in principle and, I believe, vicious.

(a) Because it ignores all progress that may have been made during the year.

(b) Because it tests pupils on half-finished work.

(c) Because it passes judgment prematurely. The time to pass judgment is when the work is completed, and not while in progress.

5. That the responsibility of deciding, at the proper time, who shall be advanced and who shall not, should be equally divided between the teacher and the superintendent or principal. That is, the judgment of the teacher in individual cases should constitute at least an *equal factor* with the results of the superintendent's tests, no matter how they are given, nor what they are.

(a) Because by so doing the teacher is given greater liberty of method, not being compelled to prepare constantly for the next test.

(b) Because it emphasizes the important fact that percents are not the only

things to be sought for by pupils, but that the daily work must be such as to convince the teacher that the work is understood.

(c) Because it recognizes directly the matter of growth, development, ability and willingness to do—success generally; and at the same time it cuts off the probability of success by a few weeks' vigorous cramming just before examination.

(d) Because without throwing the whole responsibility of failure upon the teacher, it places the school where it belongs—in his own hands. It gives him responsibility, demands results obtained by outside authority, but it gives his judgment at least equal weight with that of these outside findings.

#### DISCUSSION.

F. TREUDLEY:—The city ward school represents the graded schools of this country, as completely as any, and its difficulties and problems cover many of those incident to graded school work in small towns. I assume that the principal of a ward school, like the superintendent of a small graded school, has time for supervision, and so is in possession, with the teacher, of the substantial facts of the school.

Under this condition of affairs, I deem it the wisest plan to say that promotions will depend upon the combined judgment of the teacher and principal, of the fitness of the pupil to do advanced work.

The question of promotion is at best one of judgment. The teacher's judgment is essential because she knows the ins and outs of the child's mind and record, and that of the principal should be regarded, 1. to share with the teacher the responsibility, 2. because he has sufficient knowledge to make him a competent judge, 3. because he can look at the child from a standpoint remote enough to give him, sometimes, a clearer and juster view, and can thus correct, advantageously, the judgment of the teacher, and 4. because he knows the requirements of advanced work.

In addition, I wish to say that the superintendent's duty is to sustain the decisions of those to whom this work is entrusted, holding himself ready to investigate all matters that need attention, and sharing in the responsibility of promotions as far as his knowledge permits him to judge wisely. I prefer so to put it and stop here. I do not think the practice of assigning a standard in figures, to which a pupil must come, advisable for many reasons, among which may be named:—

1. It hampers the judgment of those competent to decide, and is not rational, because, in a certain sense, it forejudges the case. The judgment should be made when the evidence is in, and if two persons, as above indicated, are not competent to form correct judgments they are out of their places.

2. It places teachers in very awkward and humiliating positions sometimes; as that of saying to one, you may go on because your grade is 70, and to another, you must remain because yours is 69½, and the latter may be more competent to advance than the former.

3. It encourages children to be watching their grades and asking if they are high enough to pass, instead of putting it on the true ground, Is my work of sufficient excellence? or, We go on because on the whole we are able to go; we stay behind because we are not able to go on,—for those who know best have

said it. And so I hold that at the opening of the year's work this matter should be put before scholars thus:—Your promotion during the year or at the end will depend upon your work. Of this, we are the best judges. How you are coming on will be indicated clearly from time to time. If you are likely to fail, we will inform you; if you are succeeding well, we will inform you. But our judgment will not be completed until the year's work is substantially done, and in the forming of this judgment, we will consider attention, obedience, age, application, power for independent work, as well as class and examination standing. And if any objections exist as to our judgment, we will revise it, if additional evidence is afforded. I think this is both logical and sensible—sensible because logical, logical because sensible—and after all, what the whole matter comes to, anyway.

As to the record of the pupil, the teacher and principal, or superintendent, must keep the evidence so as to sustain themselves against criticism, and assure themselves, and all concerned, if necessary, of the correctness of the judgment. I am free to say that I do not see how a teacher can fail to be informed of a pupil's standing or ability, whether the record is on paper or in the mind. But she should preserve sufficient data in some way to indicate, in a satisfactory way, to the child his shortcoming, if he has any, or encourage him if his work is excellent.

As to examinations, I wish to remark:—

1. In the district schools, it is wise to have examinations,—examinations that cover the ground traversed,—more frequently and of less length than sometimes prevail. I believe that nothing is gained by the formal statement that at set times questions prepared by outside persons will be submitted.

I would limit the length of examinations to an hour or an hour and a half, at farthest; would not say when these are to come, or what ground they would cover, but that when the time comes the questions will be submitted as part of the school work. I would regard them as exercises in composition, as well as tests of knowledge and power. But, as far as they go, I would make them thorough and criticise them thoroughly.

I would alternate oral with written examinations. I highly regard the former method for frequent use. My idea is that when examinations are thus conducted, it is well to have them as often as once in two weeks—somewhat after the manner of the Jesuits, who would advance four days, and on the fifth review. There are many reasons why this plan is good

1. Pupils, whose ages range from 10 to 15 can do much toward exhausting their available knowledge of any subject in an hour or an hour and a half.

2. They need to understand that, frequently, their knowledge will be laid under contribution; and at any time they must be ready, and hence must be thorough.

3. If any subject passed over is to be demanded at any time, they will be more thorough.

As to the examiners, the teacher must examine, both orally and in writing, prepare questions and look over papers. The principal or superintendent is frequently to examine also. With respect to their part I have to say:—

1. They ought frequently to examine orally. It is of great advantage, especially when a subject has been completed, to have the work tested by a competent outsider. But again, it is of great advantage to the teacher,—shows

up her short-coming, perhaps, or encourages her, and interests pupils and indicates how the principal would get at the subject in hand.

2. They ought to submit occasionally written tests to be used by the teacher under their direction.

3. They ought occasionally to inspect the manuscripts as far as possible.

4. I think it of great value to submit questions before a subject is taught, to be used by the teacher to perfect his work and to indicate the lines on which the work is to be conducted. These are of equal or greater advantage than those submitted at the end of their work.

There is no definite set method of procedure that can be said to be the best of all, but what is needed is so to conduct the work that teachers may work unhampered—their intelligence developed, self-reliance encouraged, and individuality guarded. I am of opinion that to accomplish this end close personal attention must be given to the work of the school by others aside from the teacher. A principal's business is not merely to look in upon a school; it is to inspect, examine, develop, assist.

I will close by saying, in reference to the whole question, that any method pursued may be robbed of its value by a precise, unintelligent and unconscious application of it in practice; and any method, almost, not radically wrong, may be pursued with profit, when intelligent, earnest, level-headed, sympathetic people employ it.

H N. MERTZ.—In the main, I agree with the thoughts presented in Mr. Day's paper, and fully with those presented by Mr. Trendley. It is, therefore superfluous for me to go over the points they have so well covered. But there is one point in Mr. Day's paper, if I understood him correctly, from which I must dissent. It is this, that the promotion should not be based in part on the results of tests submitted at various times during the term, whether by teacher, principal, or superintendent, or by all of them. I understood him to say that a grade of 90 at, say, the middle of the term, would be worth far less than one of 90 at the end of the term; also, that a child might receive 50 the first time and 90 the last, thus giving him an average of 70, while his ability would be more accurately indicated by the last grade received, namely, 90, because that grade indicates the progress or growth he has made during the entire term. Now, this would all be true enough if all the tests were made to cover the entire ground included in the term's work; but that these tests, which I would have given from time to time should cover only the ground already gone over, is self-evident, and I do not see why these tests are not just as valuable as showing the progress the pupil has made up to any given point, as the test given at the end of the term is to show the progress, strength developed, and capacity to do higher work, which he has attained at that point. These tests should, in my judgment, be made a part of the basis of promotion; but in case a pupil shows rapid development towards the close of the term, he should have this counted in his favor; and should be promoted even though his average for the whole term should not indicate fitness to go on. It is the ability of the pupil to do the work of the next higher grade that is to be determined, and no system should be so rigid as not to allow for individual variations. In our own schools, we sometimes promote pupils who would not be entitled to promotion on their average standing. This frequently happens in the case of pupils who enter

our schools from other places, especially with pupils from the ungraded country schools. These pupils at first are strange. They do not understand our methods of working—are not accustomed to doing written work, or to doing it with system and accuracy. At first, they frequently receive very low grades in all written tests; but as they get acquainted with our methods, they begin to feel at home, and there is rapid improvement in their work, so that the tests given at the end of the term show them to be able to do the work of the next grade, and we send them forward.

If the examinations given at the end of the term could be made such as to test the real mental growth of the pupil, such as the mathematical tripos submitted to the students of Cambridge, England, who are candidates for wranglerships, then perhaps the whole thing might be concentrated in one final test, so far as written examination is concerned. But neither the pupils examined in our schools, by reason of their comparative youthfulness, nor the subjects in which we examine them, admit of such tests. Some of the subjects, notably geography and history, appeal mainly to the imagination and the memory. The pupils rapidly forget much of the matter learned; yet this is not wholly to be deplored. They may forget the facts, but an increased mental power has resulted from the efforts put forth in learning the lessons in these branches. As the amount of growth depends upon the amount of exercise and mental food which the mind has taken, it seems best to examine in these branches from time to time.

Of course I believe that the judgment of the teacher should weigh, probably half, in determining the promotion. Now if it is proper to make and record this judgment from time to time, as is so strongly advocated in certain quarters, although these judgments, except the last one, must be based on the work of but part of the term, it is equally proper that the written or oral tests given from time to time, also, should be made a part of the basis of promotion.

I wish to say a word about the evils of cramming. I believe a good word can be said for cramming at times. In a sketch of Dr. William T. Harris in the June number of *Education*, we are told that in 1854 he entered Yale College, where the chief thing he learned was how to "cram." "And," says the writer, "this ability to increase a man's working power for the time being he considers of much advantage to one in after-life."

I have not a particle of sympathy, with the theory that no strain must ever be placed upon the pupil, as in the struggles of an examination, lest he be made nervous, and may lose his head. It is the one weakness of the New Education, with which in most points we are heartily in accord, that it would have every difficulty taken out of the pupil's path, that it would construct a "royal road to geometry." But there is no easy road to a solid education. No man ever became an athlete by lifting half-pound weights or by swinging ten-ounce Indian clubs. To become strong physically, the full bodily strength must be put forth, and the analogy holds good as regards the higher faculties of man. To achieve the highest success in any field of human endeavor, one must be able at times to concentrate upon one thing every faculty of the mind, and to compel these faculties to the highest activity of which they are capable. He who is not, by proper discipline of his faculties, able to do this, must never hope to reach the highest places.

I remember the reading of an article somewhere containing an analysis of

the generals in the late civil war with reference to their geographical distribution. It showed that not one of the great generals that we could count at the close of that war, came from New England. The article charged this to its system of education, which had failed to prepare men to meet the great crisis of the time in which they lived. All the great soldiers had come out of the newer West, where their education had come largely from their struggles with the wilds of nature—with the forests and their wild beasts and wilder men. This had trained the sons of the West to meet the great crisis of the battlefield without losing their heads. Think of the sublime play of every faculty of the mind—the senses, the intellect, the will, and the feelings, in gallant General Sheridan on that memorable 19th of October, as he met his broken and routed columns flying back toward Winchester, and changed inglorious defeat and retreat into glorious victory! Here was a display of command over the faculties that few possess, but all should aim at acquiring. Now, I would not be understood as favoring cramming as a regular educational diet, but I do believe that sometimes it is necessary to be able to compel the faculties to work under extra pressure, and we should try to fit our pupils to meet all the exigencies of life. Why, who is there, in any profession, that at times doesn't cram? Take the lawyer, for example, doesn't he have to cram for every important case he takes? He hunts up precedents, and fills his head with all the facts bearing on the case, that he can get hold of. What is this but cramming? And his success depends, in large measure, on his ability to cram.

In conclusion, I would again say, we should train our pupils for all the duties of life, in that we should give them the completest possible mastery over all their faculties—prepare them for the exigencies of life as well as for the ordinary routine. Hence, the nervous pupil should learn to control his nerves, and be able to tell what he knows of a subject when examination comes round; so that, if the questions have been properly prepared, his work shall fairly show his knowledge and ability.

L. W. DAY:—I do not wish to be understood as condemning examinations. I thought I stated that I saw no objections to them, when properly conducted. The objection that I urged is this: The results obtained at such times are added together, and this sum is increased by the final examination, and the average obtained determines what the standing of the child is to be. The value of these tests lies simply in the record of progress the child has made. The thing I condemn is the adding of these several results and taking these extremes and striking an average, and determining by this means the standing of the child.

W. T. JACKSON:—I think this matter of examinations is a question, perhaps, upon which we now need to be guarded, as going from one extreme to the other. Though I am in sympathy with what has been said, yet I feel that as we tend from one extreme to the other, we are inclined to give up examinations altogether, and there is danger to that extent. When we remember that the hiring of our teachers goes upon this idea, the civil service examination goes upon this idea, I think we ought to be careful that we do not cast this aside. I think the experience, the stimulation and the guidance that is given to the superintendent is so good that we cannot throw away the examination. The examination should go for one-half, in determining the standing of the

pupil. It certainly would not be fair to rate a pupil that has been improving steadily through the year on his average. He ought to have credit for his improvement. On the other hand, a lazy pupil that studied well the first term has been degenerating during the year until he ought not to be promoted, still his average might not debar him from promotion.

DR. ALSTON ELLIS:—Do not forget, in making the promotion of pupils, that the object you ought to keep in view is the ultimate good of the pupil. The main thing to decide is just this simple question: Is it to the best interest of that individual boy to go on to higher work? The ultimate good of the pupil should be placed above all other considerations. Let us do our duty to the individual child, without considering whether he will add to the average of the class or whether he will pull down that average. All of these methods can be used for the benefit of the scholars if the board of education will just keep their cast iron rules away.

L. W. SHEPPARD:—We will say that the standing of the pupil at the examination in September is 50, and in June it is 90. The average is 70. He has been gaining month by month, until at the end of the year his standing is 90. Is his standing the same as the one that has been 70 all through the year? One has a higher scholarship than the other, though both have the same average. One is more entitled to promotion than the other. Another point is that of making the final test come at the close of the school year when the weather is so hot. It is unjust. It is unreasonable to make it the test that determines the pupil's standing. I believe that each term or month should mark a certain amount of progress, and that this ought to be averaged up at the close of the year. We ought to have a very good idea at the beginning of the month of June who will be promoted and who will not. The promotion ought to be based on examinations through the whole of the year.

ABRAM BROWN:—I think the committee did well in putting this subject on the program, for we have found that we are making considerable progress, and progress in the right direction. I want to ask Mr. Day to tell us exactly his method of promoting pupils from the A grammar grade to the high school, and from the B grammar grade to the A.

L. W. DAY:—Before the close of the term, before any examinations whatever are submitted, the proper blanks are given to each teacher, and upon these blanks the teachers enter the name of each pupil and their estimates of the pupils' ability in the subjects they have been studying during the year. The pupil is held up by the teacher, and considered as to his work, his ability to comprehend and to do, and she says in her mind 75, 80, 95, will indicate what the child can do in Arithmetic, or Geography, or Grammar. This is entered opposite the name and the examination is submitted. The result is carefully taken and an average is made of this and the teacher's estimate. The teacher hands in this report and a certain grade is fixed as the standard of promotion. The same is done all through the different grades.

DR. ELLIS:—If you can have any control over the appointment of your teachers, try to get those who can mark their own examination papers.

We are just advertising ourselves broadcast as a body of teachers that are not honest. I do not believe in employing any teacher who cannot be trusted to mark her own examination papers.

J. F. LUKENS:—In the good old days, in Ohio, when the examination of teachers first began, I used to go to every examination held in our county. It was the only means of educational training that I had outside of the country schools. I am in favor of examinations as a means of growth. I find that pupils who have been accustomed to examinations are able to express themselves much more clearly and definitely than those who have not. I limit my examinations to one hour, and then mark the papers. I am in favor of examinations as an educational force, without any reference to the basing of promotions on them.

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## THE BUCKEYE CENTENNIAL.

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BY DR. J. J. BURNS.

It is within the bounds of the strictest veracity that I speak, when I here declare that never in connection with my experience as an occasional writer of addresses, have I had a task which so put me out of heart by its utter and sublime impossibility as the one now staring me in the face.

It is the 22nd day of June; the thermometer, in this piping time of commencements and examinations, is imitating the general example and trying to "get 100;" perspiring thoughts of the probable atmospheric conditions in the Association gathering place at Sandusky next Tuesday evening occur to my mind, and the sterner fact will not down that not a line, except the very few which precede this, has been written by me in response to the cordial invitation of the Executive Committee extended months ago, that I should write a paper upon the Buckeye Centennial and read it to that body of men and women, a fellowship with whom has been my joy and pride for, lo! these many years—the Ohio Teachers' Association.

The causes of this want of preparation at this startlingly late day I will not recite here, even to make my peace with those whose good opinion I value most highly, further than to admit that I am human, and that my writing humor is human likewise.

But even if I had done this business months ago, when the dearest spot on earth to me was close by the anthracite stove, instead of beginning it now between two open windows, sitting, as Sir Boyle Roche might say, with a palm-leaf fan in each hand and a pen in the other one, it is my deliberate judgment that I should not have attempted to perpetrate a history of Ohio for this occasion. I am no historian, as my friend who is immediately to follow me is, and that they knew full well who gave me public leave to speak to you. I can not stir men's blood, and the committee mercifully declared that they didn't want it stirred; and I may draw from the same poet another phrase and confess that I shall "tell you that"—whenever it happens to be a fact—"which you yourselves do know."

No nicely laid scheme opens out before me as to what this paper shall be, but my hope is that things will take some definable shape as I proceed. At least I may be able to break the ice, and others will step in and do the excellent things which wait to be done.

Viewing this subject from the stand-point of a schoolmaster, I reflect upon the propriety of using this Centennial year for the benefit of the schools. It is a surpassingly favorable time for the study of American history. Facts which at other times might be passed by as void of interest, principles which seemed to have their bearing altogether in the past, or in states of society which now do not exist, take on a new life and color when we find they have a connection with the year we celebrate.

The present is a surpassingly favorable time, here in the Northwest Territory, for a revival of patriotism, a stimulation of Americanism; and the development of this sentiment is the supreme demand of the hour. Shall I define my meaning? I call him an American, who knows the story of the building of this Republic; who feels in his inmost soul that the principles upon which our government rests are righteous, and is possessed by an earnest desire for their perpetuation; who sympathizes with the founders of the American Union, whether their work was on the field or in the halls of legislation, and whose every drop of blood proclaims that these are his political ancestors; who attests the sincerity of his love for his country, not necessarily by fervid proclamations thereof, but by a faithful performance of the duties of citizenship, obedience to law, whose voice is the harmony of the world; an honest payment of his share of governmental expenses in the way of those very certain (or uncertain) and unemotional things called taxes; an example before his fellow men which will contribute to sound morality, to right thinking upon political questions, to the allaying of passion and prejudice, to truthful speaking of political opponents, to the meting out of impartial justice.

The man whose life does not foster these sentiments, the man who does not do these things, is a bad citizen. He is not an American, though his ancestors "tramped the snow to coral" at Valley Forge.

The matchless Portia stated in exquisite language the truth that it is easier to know our duty than to do it.

It is easier to learn the characteristics of good citizenship, than to be a good citizen. It is easier to inform the mind of a youth, than to determine him to, virtuous conduct. It is easier to prepare a boy for an examination upon the career of Washington, than it is to plant within his soul any real appreciation of that great man's character, or, harder still, to bring it about that the youth on his humbler plane of life will follow his sublime example.

But rational emotion is based upon facts, and intelligent patriotism should grow from the fertile soil of a knowledge of history, and the present year is a most happy time for Ohio boys and girls to make large and valuable acquisitions in a knowledge of the history of their own State. It should not be a narrowing exercise simply because it immediately concerns but one Commonwealth out of thirty-eight. Read properly, the story of Ohio is the story of the Nation. The little boat which floated down the Ohio and landed at the mouth of the blue Muskingum one round century ago, was well named the *Mayflower*, for Ohio was the *Masaachusetts* of the second period of our national life. If I only knew the name of John Smith's bark, a period could be turned here about the likeness of Ohio to "old Virginia," especially in the modest unselfishness with which each has offered her sons upon the presidential altar, the number of persons each has furnished who would rather be right and be president.

If you will pardon me, although I promised to write no history, I will enlist a number of topics, or headlines of chapters in a not-to-be written book, the following out and filling in to be done by each teacher according to his tastes and opportunities. And that class is not to be pitied for its lack of a suitable text-book upon Ohio history if its teacher is alive with interest in the subject, and uses the sources of information at his command. True he will occasionally fall into error, but therein he but follows the example of the historian proper, who, although he constantly aims at the truth is sometimes a poor shot.

But the list against which you make no forcible protest I give, with, I hope, but little comment; "I hope," I say, because my humor, though it needed urging when first bridled an hour or so ago, has now the bit between his teeth and I am holding to the mane.

1. Early explorations in the Ohio Valley made by the French—the first lifting of the veil which shut this promised land of the Buckeyes and Buckeyesses from the eyes of civilized man.

2. The manner of the settling of the long dispute for possession between France and England and its effect upon the future United States, and notably its effect upon this cluster of Northwest States. I call but one witness, and he furnishes an admirable line for our history teacher and class to trace in its full meaning. It is this statement of the historian Green's:—"With the triumph of Wolfe on the heights of Abraham began the history of the United States of America." This, then, is one of those "great moments of history" like the first discovery of America, the Declaration of Independence, the signing of the Constitution, the passage of the Ordinance, which "it is better to enter with intense sympathy, than to stretch a thin attention through its weary centuries."

3. The campaigns of that bold soldier, Geo. Rodgers Clark, and their connection with the title to this Buckeye land.

4. The cessions by the older states to the United States of their claims to lands lying west of the Ohio, and the dignified and patriotic action of all parties in relation thereto.

5. The celebrated Ordinance—the body that passed it, the men who prepared it, the occasion that hastened it, the settlements that followed it, and notably the settlement which we look upon as our Plymouth, which narrowly escaped the name of Adelpia but is known and loved by all genuine Buckeyes as Marietta.

6. The Indians—their wars and battle-fields; the forts along our western border; the treaties with the Indians and the following out upon the map of the Greenville treaty line; and, finally, the shaking of the last original Buckeyes from their aboriginal tree and their removal toward the setting sun.

7. The State—her organization; her constitution; the modest way in which she admitted herself into the Union, fore-tokening thus early what was to be the characterizing trait of her citizens; her boundaries upon the east, and west and north, connected with which is some interesting history; her capitals; the progress of settlement; her eminent men, "guide-posts," said Burke, "and land-marks of the State;" American history as reflected in her county names, first the Federalists, Washington and Hamilton, were so honored, soon politics took a turn and Jefferson is added to the list, "Mad Anthony" crushed the Indians, and Wayne came into being; and later, like so many

memorial tablets in the temple of Fame, were placed upon the map of the State, Knox and Butler, and Montgomery and Carroll, and Mercer and Trumbull, and Stark and Madison and Monroe, and others of equal claims to honor; Put-in-Bay and its martial glories, for the "drum and trumpet" side of history has rare attractions for the young; the presence within our borders for twenty years of that mathematical and solitary guest, the "center of population," with a look eastward to its starting point and a conjecture as to its future travels.

This was the list of topics which in my own work I tried to follow. No doubt a better selection could be made. Each one's own would be better for him, but the carrying out is the thing with which to catch the conscience and the attention of the growing Buckeyes.

We might properly devote a few minutes to the statement of the way in which Ohio is celebrating her humble birth and Centennial glories. I doubt whether there is a school in the State where, this year, teacher and pupils have not added something to the ordinary "course" of work upon Ohio, geographically and historically; and in the minds of thousands of persons who could not, a year ago, have told you when or where Ohio was founded, the seventh of April now ranks as our second Fourth of July.

The grand gathering at Marietta of citizens of Ohio and eminent visitors from other states was a great event; great in numbers, great in eloquent addresses, great in enthusiasm over the natal day of the Commonwealth.

This is the way the reporter ushered it in: "Centennial Day dawned for Marietta as brightly as a bride could pray for her nuptial morn. \* \* Brilliant decorations of all kinds helped the joyous ensemble." Evidently it was a happy time, for even the "ensemble" was joyous.

Senator Hoar's and the Hon. J. Randolph Tucker's orations were worthy of the time and the place. The Senator's opening sentence was exceedingly graceful: "There are doubtless many persons in this audience who have gathered here as to their father's house; they salute their mother on her birthday with the prayer and the confident hope that the life which now completes its first century may be immortal as liberty."

Again, he said: "The states which compose what was once the Northwest Territory may properly look upon this as their birthday rather than that on which they were admitted into the Union. The company who came to Marietta with Rufus Putnam, April 7, 1788, came to found, not one state, but five, whose institutions they demanded should be settled before they started, by an irrevocable compact." \* \* \*

"If there be in the Universe a power which ordains the course of history we can not fail to see in the settlement of Ohio an occasion when the human will was working in harmony with its own. The events move forward to a dramatic completeness."

"God uncovered the land  
That he hid of old time in the West,  
As the sculptor uncovers the statue  
When he has wrought his best."

Another poet invoked his muse to illustrate this event, and here is the utterance:

## I.

What lesson shall we learn to-day  
 From Oyo's fame and story?  
 How shall we tune our lips to sing  
 Her hundred years of glory?  
     In wondrous ways  
     Thro' all these days  
 A mighty hand has led her on,  
     As Israel's band  
     From Egypt's land  
 It safely led in ages gone.

## II.

A hundred years ago to-day  
 Thro' forest and thro' river  
 Roamed at its will the antelope,  
 The Indian with his quiver.  
     Where now we stand  
     'Mid temples grand  
 The black bear came to seek its prey,  
 The timid deer  
 Once grazed here  
 Where now the merry children play.

## III.

See the glad change! the paleface comes,  
 Who fears naught but the God of heaven;  
 He swings the ax, he plies the plow,  
 And lo! this magic scene is given.  
     Where forests stood  
     In sullen mood  
 The golden grain springs up to bless,  
 For beast and lair  
 These homes so fair,  
 Plenty and peace and righteousness.

## IV.

And where our *Belle Riviere* once knew  
 No sound save savage boatman's rowing  
 Now move the various craft of steam  
 In noisy haste or stately going.  
     Muskingum's stream,  
     Miami's gleam,  
 Old Cuyahoga's winding way,  
 Once forest bound  
 In gloom profound  
 A hundred cities greet to-day.

## V.

Dark were the days, severe the toil  
 Ere Marietta's flag was planted,  
 By brave New England pioneers.  
 With willing hands and hearts undaunted  
     They labored on,  
     They worked, they won  
 The land from Nature's wild caressing,  
 And wondrous fair  
 A garden rare  
 Is Oyo bright, with bloom and blessing.

VI.

They sowed the seed ; the fruit is ours ;  
 Rich is the heritage of labor,  
 When noble souls work grandly on  
 With love to God and love to neighbor.  
 So labored they  
 From day to day  
 In patient hope and faith and toil,  
 Content at last  
 When work was past  
 To rest beneath Ohio's soil.

VII.

So labor we for others' weal,  
 So plant for others' sharing,  
 Bring sunshine to the desolate,  
 Give joy to the despairing.  
 So shall we prove  
 By deeds of love  
 That we are worth such noble sires,  
 And love and peace  
 Shall still increase  
 By fair Ohio's sacred fires.

At Cincinnati and Columbus, the citizens are laudably engaged in preparing expositions which shall celebrate fitly, and, incidentally, *profitably*, the material greatness of Ohio; and at each place they hope to gather under the spreading Buckeye tree, the entire crop of living human Buckeyes. This alone will be worth the price of admission, but as I deal with history, not prophecy, I draw the line here.

Beyond all question, this paper should contain a section bristling with figures; not those of the rhetorician's art, but the ten Arab signs which will not lie, and which always suggest in the hearer the consoling reflection that he is gaining something useful in the way of knowledge, and the further satisfaction that the speaker has had as hard a time in preparing the paper as the hearer has in listening to it. These statistics should present the wonderful growth and material prosperity of the State, and show what fruit our thrifty Buckeye has produced while its first one hundred rings were one by one encircling it—Ohio's commerce and manufactures, her thriving cities, her well-ballasted railroads, her excellent school system and magnificent school houses and illustrious school superintendents, her colleges and universities; her coal—of which the trusts and railroads still allow a portion to be dug and hauled and sold; her cheeses and her grindstones; her oil—which the unctuous earth pours forth in quantities sufficient to grease the wheels of commerce and of legislation; her variety of surface, with her Belmont and Clermont mountains, and her Champaign plains, and her Fairfield fields; her equally diverse variety of politics and temperance legislation and weather, and school-boards, her uniformity of — textbooks. But all this would demand research, and research demands time, and time flies, while my poor pen, in search of useful information, only crawls, and statistics, "facts, are chieft that winna ding," and neither will they be drawn, fish-like, from an ink-stand. These facts, however, if rightly arrayed, would prove an assertion made by a little boy in our schools in his 7th of April composition, "Ohio is a State of great importancy."

Instead of dealing with stubborn things like facts, which surely give rise to a great deal of trouble, and often "set folks together by the ears," let us move in the line of least resistance, and let imagination be our leader.

Picture a passenger of the Ohio Mayflower, or one of the company of Moses Cleveland, or, fittier still, that forerunner of ours, the pedagogue, who manufactured the name Losantiville, and was scalped by the Indians a few days after,—fancy him, I entreat you, revisiting the glimpses of the moon, wandering over Ohio and viewing everything with eyes made keen by their long rest, and then sitting down before an investigating committee of the Ohio Archaeological Association and sustaining the proposition that there is no new thing under the sun.

This is a task, I fear, too arduous for the nimblest fancy, but we can do these easier things. We can see him stand like his grand-sire cut in alabaster and watch his great-grand-son, dressed in a lawn tennis suit, revolve past on a bicycle, and we can imagine his language of intermingled surprise and disgust, but we don't like to quote it, for those days were nearer to the time of "our army in Flanders."

He stands with his ear to a telephone and hears the voice of a person whom he supposed a hundred miles away, and when assured that the speaker is thus distant, declines to believe it without the "sensible and true avouch of his own eyes," and mutters something further from Shakespeare anent the world's being given to lying.

I have him in my minds' eye, but he said nothing beyond admitting his impression that the English language was sadly deficient as a vehicle of emotion, when he saw go earthquaking by his first express train, and upon another occasion, being tempted aboard and into the sleeping-car, he gazed upon the unrivalled splendor of the conductor, till well nigh overcome by the sight he was brought to again by the sense of humor which came over him at sight of the porter pulling the beds down out of the ceiling.

It was an entirely new sensation when he stepped into a quiet little room one day at the hotel, to have the door shut and the room mount upward toward the heavens. Conducted to his apartment, where he might quiet his nerves by a night's sleep, he tried to blow out the electricity. As this was a failure, he looked around for any possible instructions to travelers, but his only finding was a placard which increased his perplexity, for it read :

One push for the bell-boy,  
Two pushes for fire,  
Three pushes for ice water.

Giving this up as an unguessable riddle, he said his prayers like an honest pioneer and went to sleep.

I said at the beginning, let me repeat and expand a little, that one high demand of the hour is an increase of knowledge, among our people, of our country's history, and a revival of love of our country and its institutions, and an appreciation of their infinite value, not so much, as the Fourth of July rhetoricians express it, as a refuge for the oppressed of all nations and also as a gathering place for the overflow of what all kindreds and tribes have to spare and are often so much better for sparing, but as a home for ourselves and our children, this appreciation and this love, leading to an undying resolve to do our whole duty as citizens, acting well our part in the living present and trust-

ing for the future that just Providence, who presides over the affairs of nations, and the things seen, the things heard, the recollections indulged, the hopes encouraged, during this Centennial year, will serve as potent though quiet stimuli of the noble sentiments prompted by religion, by liberty, by an ardent love of State and Country.

I humbly pray the God of our fathers to make good our hopes and bring it to pass that the *Second* Centennial shall see the people who live upon these plains and hillsides, and along these lakes and rivers, like us, only with better intelligence and more fervor, thanking God for the Constitution and the Ordinance, for Plymouth, Jamestown and Marietta, for Washington and Jefferson, for Putnam and Cutler.

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DISCUSSION.

GEORGE W. KNIGHT, PH. D.:—When the Executive Committee of this Association, several months since, so kindly invited me to open this discussion, they knew that I was at work upon a sketch of the history of Ohio, and they doubtless expected me to reserve from that history a few things for this occasion. Unfortunately for their plans and mine, another, and to me an unknown, hand has interfered and thus far has reserved the whole of that history for this or some other occasion and use. If then, the committee still desire to attain the object they intended in inviting me here, they ought to call upon the one who stole and perhaps still possesses the manuscript and notes of the ill-fated book. As it is, I warn any who may follow me in this discussion that they must not draw too freely from that manuscript.

My good friend, Superintendent Burns, in the excellent paper to which you have just listened, confesses that he has neither exhausted the subject, nor given us a simple text to expound. In fact, he has but kindly indicated seven or eight topics, each of them, by the way, broad enough for a book, which he calmly intimates he expects those to discuss who follow him. Or, to use and extend his own figure, he has merely broken the ice in several deep and dangerous places, and proposes to have us step in and flounder about until we find firm footing or get beyond our depth.

In the few remarks I shall make, I shall strive to touch upon such points only, connected with the "Buckeye Centennial," as seem to me to have special interest to a gathering of educated and earnest teachers and citizens of Ohio.

First: Of what is this the centennial year? Not simply of Ohio—it is not merely the "Buckeye" centennial,—but of the establishment of the colonial or territorial system of the United States. One hundred years ago, the United States first went into the business of planting colonies. Having established their own existence and independence, the original states began to grow and send out shoots and branches into the then far West. Ohio is the eldest of these colonies, "the first-born child of the United States as a whole,—but we must not forget that at the outset she had no separate identity. Her fortunes were merged in those of the great Northwest.

Second: What is it that makes us delight to commemorate in speech and verse, in expositions and July carnivals, the birthday of Ohio? Of course, you are all eager to answer, that it is because she is first in her industries, first in

her public spirit, and first in Presidential and Vice-Presidential material! We of Ohio are much given to patting each other and ourselves on the back, and I suspect that ere this year is over, our backs will fairly ache and our coats shine suspiciously, from the constant patting that will have been administered.

What is it at the bottom, however, that has made all Ohio's development possible—that has given the opportunity for these wonderful growths? It can all be traced back to that oft-cited, yet ever-fresh, Ordinance of 1787, which, voicing, as it did, the sentiments of the settlers of Ohio, and the Northwest, at the same time stamped its everlasting imprint upon the institutions they planted. "Religion, morality, and knowledge," runs the famous ordinance, "being necessary to good government and the happiness of mankind, schools, and the means of education shall forever be encouraged."

As I listened night before last to the eloquent address of the president of the State University of a sister state, carved out of this same Northwest Territory, and as my eye lighted upon the words I have just quoted, blazoned upon the arch over the speaker's head, and then as I gazed upon the four hundred and more students who will this week take their diplomas from that institution, and as I thought of the scores of other colleges in the Northwest Territory that are just now sending forth their graduates, I realized as never before that in that famous ordinance, and in the fact that we are living up to it, lies the most powerful cause of the greatness of Ohio and the other states that were formed from this territory. Free religion, free schools—here are two things that we ought to remember in this our centennial year.

Third: The names of the men who founded this State, who gave us these institutions, who planted these churches, these schools, these colleges, should become as familiar household words to us. The Cutlers, the Putnams, the Devols, the Whipples, and all the others, are those whom we should all delight to honor, and above all, to imitate. Their honor, their patriotism, their self-sacrificing devotion to the cause of liberty and of good and pure government, can furnish to us the best models for private and public, political and industrial conduct in this somewhat degenerate day.

These are the first thoughts that come to me as I look back over the century just closing. Of the material growth of Ohio; of its farms, its mines, its manufactures, its oil, its natural gas of all kinds, I do not need to speak. These things Cincinnati and Columbus will show us in varied forms this summer, and undoubtedly that will be the more popular exposition of the two in our estimation which shall show Ohio to be the larger and grander.

At the risk of your disapproval, I shall now call attention to a few things that are a part of our history and experience during the past one hundred years, but which we do not often choose to dwell upon. Some facts exist, some habits have grown upon us, some ideas have been developed and consciously or unconsciously fostered, which, it seems to me, we ought to disapprove.

First: We have fallen away from some of the high ideals that our founders sought. The framers of our first constitution designed to leave in the hands of the people and their representatives the greatest personal and political liberty compatible with good government. They did not tie us up with petty restrictions that should constantly hamper our political and personal action. Have we not at times, and especially in these later years, allowed that liberty to degenerate into license? Our legislators have been too fond of making ex-

periments in legislation, of passing hasty laws and unmaking them with equal haste to substitute something questionably better. It is more truth than jest that the thinking men are often actually glad when a legislature adjourns and no more statutes will be tinkered with for at least eight or ten months. Do our legislators always know, or if they know do they always remember, for what high duty they are elected and assembled? Do the people, on their part, maintain that high regard for the sanctity of the law which is so essential to good government? Do not too many men study how they may evade the law, rather than how they may conduct themselves and their business in obedience to the law.

Second: Our municipal governments are as a rule badly managed. How many cities are there in Ohio where the intelligent citizens can not easily find gross abuses, or, at the least, unwise and partisan government which they seem unable to correct because "the machine" has the power and desires no change?

Third: Have we not permitted an indifference to arise as to political methods and political honesty, which we throw off only when "the other party" is the guilty one? Have we not fallen into the habit of letting things drift so long as they are not too bad, and of rising to check this drifting only when it will not do longer to sit idly by?

Fourth: In reference to our schools, I may be wrong but I cannot help feeling, "while the century that has just closed has brought a magnificent fruitage in education and its facilities, that we are too fond of thinking that Ohio has the best schools in the United States. For years, she probably did have schools, equal, if not superior, to those of any other state, and her people fell into the way of telling themselves so, and of telling other people so, with the result that for a time we became perfectly satisfied that little further improvement was needed. Meanwhile, other states have forged ahead and have (may we not say it?) outstripped Ohio. Let me show you one of the consequences. To-day, the Ohio teachers desire an important change made which we all feel confident will benefit the schools. We approach the legislature, and some of its members respond, in substance if not in word, "You have assured us for years that we have the best schools in America. Why do you want us to tamper with them? We prefer to leave well enough alone."

The city schools are excellent, it is true, but how about the ungraded schools? In this connection, permit me to quote the words of the President of this Association, Superintendent Ellis. "In 1838," he says, "the schools in rural districts were more efficient than those of cities; but since that time the former have advanced by slow and almost imperceptible stages, while the latter have advanced with unparalleled rapidity. That there has been progress in the country schools cannot be denied, but this progress has been due as much to the force of events as to any wisely-directed efforts put forth in their behalf. Educators and friends of education do not point to our ungraded schools when they wish to show the best fruitage of our common school system." (History of Education in Ohio.)

Now, what has all this to do with the "Buckeye Centennial?" Simply this—that as we celebrate this year, and rejoice over the many things of which Ohio may well be proud, we shall make a serious mistake and lose one of the great benefits which may be derived from this backward glance over a hundred years, if we do not look at the errors committed, the things left undone or to

do themselves. We shall ourselves be negligent if, looking now at these things which have not gone quite right, we do not seek with all our hearts and energies to better them.

This brings me to the last point I desire to make—one which was touched upon this afternoon and again by Superintendent Burns, but by no means exhausted. I welcome this centennial year, and it should be welcomed by every loyal citizen and teacher of Ohio, because it brings to us special opportunities for enforcing our teaching of United States history, Ohio history, *American citizenship*, and Ohio citizenship. I believe that it is the *duty* of the common schools, the high schools, the state universities (and ought to be the desire of other schools and colleges not sustained by public funds) to make good citizens of their students. I believe that we should begin, and begin at once, in every school in Ohio to teach the pupils not only what the United States has achieved, what the State of Ohio has achieved, that is great, and good and glorious, but also what the governments are, under which we live, what their officials are, what their duties and how they do them; how we are supposed to choose our presidents, our congressmen, our governors, our legislators—I repeat, how we are supposed to choose them, and then how we actually do choose them or how they are chosen for us.

Then come the duties of the private citizen. Let the "young men and women, the boys and the girls, be taught that it is or ought to be in this country a crime—a moral crime—to be indifferent in the choice of officers, in the conduct of legislation, in the enforcement of the law, in the purity of the ballot.

I do not believe that any amount of personal, moral and religious force on the part of the teacher—and I am not indifferent to that, will accomplish this or any great part of it, without definite, tangible, *prescribed* instruction in the details of American civil government. I shall be glad to see in every school in Ohio,—as we have in the preparatory school of the institution with which I have the honor to be connected, and as is found in other places in the State—the definite prescribed study of the Declaration of Independence, the Articles of Confederation, the Constitution of the United States, the Ordinance of 1787, the Constitution of Ohio and the local governments of the State. Every teacher in Ohio ought to be required to qualify, when obtaining a certificate, for teaching civil government.

These are the thoughts that come out of the dark spots in the history of our past century, and if we can carry back to our schools, to our boards of directors, to our pupils, this idea, and have it put in force and kept in force, the greatest possible benefit of the Buckeye Centennial will have been derived, and those who shall celebrate the second Buckeye Centennial will rise up and call us blessed, in that we have rendered an inestimable service to the cause of pure and enlightened government and free institutions in this our beautiful and beloved Buckeye State.

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ADDRESS OF WELCOME.

BY DR. CHAS. GRAEFE.

*Mr. President, and Ladies and Gentlemen of the Ohio Teachers' Association :*

It is with considerable perturbation that I stand before you to-day—before such an intelligent and professionally critical audience. By an analysis of the connection of thought which leads to this state of mind, I am forced to base it on the association of ideas of school days, when visions of practical criticism and mental stimuli, in the shape of birches, float before the trembling youth, to his utter confusion, as a punishment for “a piece” not learned, or the non-performance of a duty for which he is not equal.

The committee having the matter in charge, for some unknown reason, probably thinking my name would look well on the program, having selected me to perform this pleasant duty, we will make the best of it—that is, you will have to, or leave the church. So, without further apology, in the name of our teachers, Board of Education, City Council, and citizens generally, I would bid you a most hearty welcome to our Bay city.

We hope we fully appreciate your profession as a social factor in the make-up of our communities and State; as a part of the great social machine, which deserves more careful consideration than any other, and which does as much toward our success as individuals and a nation, as all the other parts combined; for the schoolmaster lays the foundation for all the development of which the human intelligence is capable.

Cicero said: “There are more men ennobled by study than by nature.” Knowledge and culture are the stamp of true nobility; and the teacher who charges that great storage-battery, the brain, with more precious material than can be dug from many Bonanza mines, and more valuable than all the grain contained in the elevators of Duluth and Chicago, furnishes the motive force for the development of the highest type of our civilization. His is the craft that makes states and nations, and the discipline that leads the hosts to victory and makes government possible.

As truthfully as Shakespeare said, that all the world's a stage, you, from your standpoint, can compare it with a school, in which, at various times, all take the changing parts of pupil and instructor. But if I allow myself to expatiate longer on the greatness and nobility of your profession, I shall exceed the time allowed me and weary you before I come to the point that will interest you most, the places of interest to a stranger in our neighborhood.

You will probably find guides enough to direct you about the city, the principal points of interest being the fish houses, ore-docks, lime-kilns, water-works, boat-houses, fair grounds, base-ball park, and the State Soldiers' Home, which is now building. In an hour's ride you can reach the Lake Side campground, and at about the same distance, Kelley's Island, where some fine glacial grooves have been uncovered and inscription rock can be seen, still awaiting some Donnelly to discover a cipher by which to read it. In two hours you can reach the Bass Islands, not only beautiful, but historically interesting as the point where Perry won his victory.

If you will permit me, I will recall the principal points of interest of that

great naval battle. The American fleet, composed of nine vessels, carrying fifty-four guns, was built at Erie, Pa., and manned by six hundred sailors and marines. On September 10th, 1813, Commodore Perry, whose ships were riding at anchor, in Put-in-Bay, sighted the enemy, under Commodore Barclay, and hoisting the flag with the motto, "Don't give up the Ship," prepared for battle.

Because of the lightness of the wind it was a number of hours before the hostile squadrons were within cannon range, and the British guns being superior to the American, the *Lawrence*, Com. Perry's flag-ship was for forty minutes exposed to a destructive cannonade before they were able to return a shot. For two hours, the *Lawrence* was made the target for the guns of the enemy, who concentrated the whole force of the bombardment on her, reducing her, at the end of this time, to a wreck. All the crew except three or four were wounded, and the one remaining gun was manned by the Commodore and his officers. At this juncture, the *Niagara* came up, and Com. Perry, taking the union jack with him, boarded her and brought her into line for action. Supported by the other ships of the fleet, Perry succeeded in breaking the British line, and so destructive was the cannonade that they struck their colors, and surrendered. It was then that Perry sent the dispatch which will be remembered even when the action which called it forth is forgotten: "We have met the enemy, and they are ours; two ships, two brigs, one schooner, and one sloop."

On the common on Put-in-Bay Island, a weeping willow stands as a monument to the memory of those who met their death in this struggle, and who were buried beneath the blue waves of Lake Erie.

This evening, at seven o'clock, the *Steamer Hayes* will be at the disposal of the members of the Association, for a ride on the Bay, and hourly trips will be made to Cedar Point after this time. As you leave the wharf, you will see Johnson's Island before you, made historical, during the great Rebellion, as the place of imprisonment for Confederate Officers. You can still see some of the earth-works and barracks, and on the East Point there is a national cemetery, where repose the remains of two hundred twenty-five, who never returned to their sunny southern homes again.

At Cedar Point, there is a splendid beach and a pleasant grove, where you can "Go forth under the open sky and list to nature's teaching," and when tiring of this, a fine new hall will invite you,

"And music, too, dear music that can touch,  
Beyond all else, the soul that loves it much."

Our citizens hope that our surroundings will please you, and you may be assured that your welcome will last as long as you will honor our city by your presence, both as a society and individually, and as often as you will come among us.

## RESPONSE.

BY DR. E. T. TAPPAN.

The Association are very glad to be here. We have been here before, we knew some of the points of interest in the city, and we are very glad to be reminded of the many things there are here to invite us.

We remember former days when we came up here to the lake shore, and we remember the delightful things that we found here. We come to study, we come to discuss profound things, but not very laboriously. There is one particular maxim which we never forget, and that is, "All work and no play makes John a dull boy." We abhor being a dull boy. This maxim only applies to the boys. The girls never are dull. It does not apply to girls at all. We come here to see this beautiful city; we come here to enjoy the lake; we want to see the islands; we want to see all that there is; and if you treat us very well, I would not be surprised if we should come again. We used to come up here expecting to enjoy it, and we did enjoy it. We are thankful for the kind way in which you have received us. We are thankful for the kindness which you will show us during to-day and to-morrow; and we are able to appreciate these things, for there is no one better able to appreciate them than school-masters and school-ma'ams.

My friends, the teachers of Ohio appreciate Sandusky, and I think you will be sure of it by the time we go away from here.

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## INAUGURAL ADDRESS.

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BY DR. ALSTON ELLIS, PRESIDENT OF THE GENERAL ASSOCIATION.

*Fellow-Teachers of Ohio:*—It would be contrary to custom, and at variance with my sense of obligation to this Association, were I not to express, in terms as fitting as I can command, my deep appreciation of the honor I have received at your hands. It is no light task to fill acceptably the high position to which your favor has called me. A lively memory of the courteous bearing and thoughtful utterances of my immediate predecessors quickens my pulse and fills me with solicitude as to the outcome of my own acts and speech.

When I became a member of the Ohio Teachers' Association, early in the seventies, the all absorbing topic of discussion was the relative value of the classics and the so-called natural sciences, as subjects of study. Wordy was the disputation. The sword of argument was wielded by able hands. There were giants in those days, unless it be that distance of vision makes the characters that bore so conspicuous a part in that controversy go through a process of *looming*. The ground of debate has but slightly shifted since then. The swift-recurring seasons of pedagogical refreshment have seemingly brought with them new issues, but a study of these issues shows them to be but the natural and logical outgrowths of those that went before.

The former advocates of science hold a consistent course to-day in standing in the forefront of those clamoring so pertinaciously for manual training in the schools. They lauded scientific study because of its hand shaking acquaintance with the material side of life. For the same reason, they see in the proposed union of school-room and workshop, recitation-room and kitchen, a happy realization of much for which they have contended. Throughout, they have been true to that idea of education which devotes most of mental power to the pursuit of those objects which minister to the lower nature of man and which perish in the using.

Those who favored the study of the classics have widened their definition of the term. They have ceased unduly to exalt the literatures of extinct tongues. In English literature, they recognize a treasure-house of original thought expressed in such terms as to carry it straight home to the intellect and the emotions of the reader. They would have the instruction given to the young touch all the eternal elements in their natures with quickening power. They do not seek to look into the Infinite through telescopes and microscopes, or presume to scan the Creator through the agency of scientific research in any direction or by any agency, but realize that now they see many things through a glass darkly which in the process of God's purposes will be made clear to their intellects and luminous to their souls.

What I have to say to day is somewhat in the nature of a protest against the materialistic tendency of the age, against that low, utilitarian idea of life that is dominating the minds and souls of our country-men.

We, as a people, have enjoyed an era of unparalleled growth. Our progress as a nation has been phenomenal. The times that saw the first efforts put forth to secure our national life, called for men in whom the instinctive forces, the animal qualities, were vigorous. Bodily vigor and robustness are always at a premium when the contest with untamed nature and rude, uncivilized life begins. Lowell has said: "The truth is that, till our struggle with nature is over, till this shaggy hemisphere is tamed and subjugated, the workshop will be the college whose degrees will be most valued." A general truth is plainly stated in the quotation. The only trouble with some is, that they will never cease the struggle with physical nature long enough to begin that with human, or rather animal, nature. It is of inestimably greater importance to man, in view of his origin, his mission, and his never-ending future, that his intellectual and moral powers be made fruitful, than that his waste land be made tillable and productive. The harvest produced by successful tillage makes glad the heart of the husbandman and adds to his earthly possessions, but let him not forget that the harvest of the mind and soul is perpetual.

Over-stimulation is legibly written upon all the vocations of American life. The need of new propelling power in the direction of building up our material interests, at this time, is not clearly apparent. The degrees of the factory, the counting-room, and the stock exchange are now too highly honored and purchased at too dear a price.

The desire to *get* wealth, not to *create* it, is universal. With many, many persons, young and old, it is the only pronounced motive that manifests itself in their lives. All else is basely subordinated to this craze for money-getting, or for those positions of trust and power to which the possession of money is the easiest and surest stepping-stone. The power of eloquence can not give quicker heart-throb to the sordid soul who counts the worth of his vote in dollars and cents. Patriotic impulses are rarely felt, still more rarely acted upon if felt by the being—I shall not say *man*—whose vote is at the nod of the highest bidder. Such shames are common in our political life and cry aloud for remedy.

Sometimes the engineer gives his engine a full head of steam that it may more swiftly dash through some obstruction on the track not discerned until too late to be shunned. Safety not infrequently results. Our men of affairs, our guides, our teachers seem trying to push aside the obstructions that rest

heavy upon the road to our national well-being, by directing the energies of the young with more impetuous force and more highly accelerated speed along the money-getting, soul-contracting way that leads to personal debasement and national degradation. Safety lies not here. The hastened stroke proves more disastrous in this instance. Experience warns us to reverse the policy that has brought such corrupting, demoralizing results at the peril of such weighty and eternal interests.

Intemperate speech against wealth and the wealthy can subserve no good purpose. The good things of life were put within our reach for a beneficent purpose. If money secures these and brings with their rightful possession innocent and well-balanced happiness, with what avail do we seek to deny any one its possession? It is the base and selfish uses to which money is put that makes it an object of obloquy. It is the dwarfing of soul and conscience in its pursuit that is most ruefully deplored. If its possession is secured at the sacrifice of all that enriches and ennobles manhood, of all that inspires to high and holy purposes, of all that lifts man into an atmosphere nearer the throne of Omnipotence, it has proved a costly, a fatal, a damning acquisition; for what shall it profit a man if he gain the whole world and lose his own soul?

Society has a natural tendency to stratify itself by some process of social disintegration. In democratic America this process is going on with none the less certainty because in theory we have no titled, no ruling, no hereditary class

A person's social status depends upon his possessing those qualities which take hold of the popular mind and claim its respect. What is the ruling influence in society, in state, in church to day, if it is not money? "Gold is the architect of power! It fills the camp, it storms the city, it buys the marketplace, it raises the palace, it founds the throne." Yea, it does more. It blinds the officer and emboldens the defrauder, it rules the caucus and dictates the nomination, it enters our courts and turns justice and equity out of doors, it corrupts the law-maker and perpetuates monopoly, it buys the defaulter exemption from punishment and secures him high social standing, it purchases the bride and makes the divorce easy, it gives license to lawless and unholy desires and deafens ears that otherwise might harken to the calls of virtue and the promptings of conscience.

Our worship of the Golden Calf is slavish and absolute. It is a blot on our life at home and a blur on our reputation abroad. If we could picture ourselves as others see us in our maddening rush into business, into speculation, into gambling, we would have presented to our vision a class of people whose feet are ever prowling about in the cellar, whose hands are constantly delving into any kind of garbage that hints at the presence of anything of a money value, and whose eyes are never turned with reverencing gaze or wondering awe towards the stellar depths where infinity and majesty sit enthroned.

"Worth makes the man, and want of it the fellow," says Pope. The thought of the oft-quoted line is modernized by another writer to bring it more nearly into harmony with things as they exist with us: "Worth makes the man, and the more a man is worth the worthier he becomes." "It is pathetic to observe," says Whipple, "the moral prostration of our free and independent citizens before some affluent boor or well-invested booby; or to watch the complacent simper that comes over the face of scornful beauty as she listens to the im-

becilities chattered by some weak stripling of fortune who presents to the eye of science nothing but 'a watery smile and educated whisker'."

What we are pleased to term the business world is timidity personified whenever any evidence of social or political disturbance is seen. The mere suggestion of a threatened complication with a foreign country, whose outcome may be war, is enough to throw all Wall Street—and consequently the country at large—into financial convulsions and give the money-bags, stock-gamblers, and railroad sharks the business ague. Happily war is averted, the threatening gales are hushed and peaceful zephyrs again play over the land and allay the feverish excitement of banker, stock-jobber, and capitalist; immediately the bulls rush from their inclosure, the bears issue from their dens, and confidence is restored in monetary circles amid the pawings, bellowings, clawings, and huggings of these worse than animals.

Life's best energies are exhausted in the vicissitudes of modern business operations. The moral fiber is subjected to so severe a tension that it soon loses strength and becomes elastic only when drawn taut in the wrong direction. Make the acquisition of money the controlling desire in life, immerse body, mind, and soul deep in the current of a life of over-reaching, speculation, and greed, and every noble impulse will die, every elevating thought will be suppressed, and every sentiment akin to pity, charity, reverence, and patriotism, will be stifled.

Let us take time to draw some inspirations for life's work from higher sources than where we peddle goods and stand in the market. Let that life's work have in it some elements not so closely allied to the roofing of houses, the building of barns, the drainage of land, the barter of merchandise, the institution of banks, and the spreading of commerce. Posterity, as Whipple says, will pass over these things with impatient tread to search out the records of the mind and heart.

To-day we do not need shorter swords and more stalwart arms to lengthen our boundary or extend our domain, so much as we need earnest souls to sway aright our thoughts and emotions, to give tone and impulse to those God-given possibilities that are pent up in the brains of this phenomenally energetic people. Emerson preached a life-long crusade against our over-shadowing folly. His ringing, earnest utterances will go down the years to inspire many youthful Americans yet to be, to higher resolves and nobler purposes long, long after the world has ceased to name our millionaires and our intriguing politicians.

We are passing through a period of centennial celebrations, and the public mind is in a state of self-complacency at the results shown in exhibits of our wealth and population. It is designed to make these interesting occasions an agency in stimulating efforts all along the lines that lead to business prosperity and wealth. The pressure in these directions is already strong and growing stronger. Let us not with all our getting ignore that understanding of the vital elements that go to make up a well-ordered, stable administration of public affairs. Webster placed knowledge, morals, and religious culture high in value above lands, and seas, and skies, in the work of making governments respectable and respected. Patrick Henry called virtue, morality, and religion the great pillars of all government and social life. Sir Thomas Moore made justice the chief sinew of society, although he recognized the fact that extreme

justice might be an extreme injury. Plato gave to the individual man three virtues—wisdom, courage and temperance—fittingly to endow him as a power in the state. Burke named six great and masculine virtues: constancy, gravity, magnanimity, fortitude, fidelity, and firmness. Study Cicero's cardinal virtues, Shakespeare's king-becoming graces, and the Christian graces which St Peter enumerates, and you will feel as never before, perhaps, what are universally accepted by the wise and good as the moving, uplifting, soul-inspiring forces that operate in and through humanity. Burke denominated *great* men the guide-posts and land-marks in a state; Carlyle not less forcibly termed them the fire-pillars in this dark pilgrimage of mankind.

How many of the lives of our so-called great men remind us that we can make our lives sublime? To what models are the aspiring, full-blooded ambitious young men of our generation pointed by their elders and advisers? To what service are their best efforts, their prime of manhood, unceasingly devoted? These questions do not wait for an answer. The altars of Mammon are found in every community, if not by every fire side. Incense from them unweariedly rises and dims the view to a better worship with more than twilight shades. "What this country longs for," said Emerson years ago, "is personalities, grand persons, to counteract its materialities." Again with equal insight into the working of the social forces about him, he wrote: "In America, a great imaginative soul, a broad cosmopolitan mind has not accompanied the immense industrial energy.

Will any thoughtful, observing person deny that such utterances embody a greater truth now than ever before? In life's procession we have placed the cart before the horse. Our wealth, our materialities, our industrial energies should be drawn to proper uses by intellect, by soul, by conscience. Unless the order of the procession be reversed, it can lead to nothing but our social and national undoing.

When the poet wrote that the proper study of mankind is *man*, he gave expression to a comprehensive thought. What we are, whence we came, and whither we tend, are subjects before which all others sink into insignificance. Revelation, science,—in its broadest sense,—introspection, and that indescribable, uncommunicable something we call *faith*, give testimony under the deep questionings of every earnest soul to our divine origin and our everlasting future.

"Our birth is but a sleep and a forgetting;  
The Soul that rises with us, our life's Star,  
Hath had elsewhere its setting,  
And cometh from afar.  
Not in entire forgetfulness,  
And not in utter nakedness,  
But trailing clouds of glory do we come  
From God, who is our home."

A shade of mysticism clings to these beautiful lines, but this rather intensifies than weakens their power to thrill the soul as though its chords were gently swept by angelic fingers. The origin of man prefigures his destiny, and gives the power of truth to the thought that the chief end of man is to glorify God and enjoy him forever.

We may delve into primal ooze and with infinite pains determine the order of animal life, from the gelatinous bodies without muscular or nervous fibers to the termination of the same in *man*, and the result of our labor only deepens the inborn feeling that,

"All are but parts of one stupendous whole,  
Whose body Nature is, and God the Soul."

Man, view him in the light of the Biblical account of his origin or from the standpoint of the evolutionist, is the culmination of all vital energy. A comparison of his attributes with those of the lower orders of animal life is a most instructive study. Go down, down this scale of animal existence, with open mind and beating heart, till you reach that border land where the two kingdoms of life are inextricably intermingled and you return with wondering eyes and instructed mind to say, "O, Lord, how manifold are thy works! in wisdom hast thou made them all." Lend the eye the wizard power of the telescope and let it range from star to star; lend it the boundless, enchanting reach of imagination's flight till it rests on the universe's flaming wall, and it beholds throughout, more distinctly than Belshazzar saw the words of fearful portent traced on Babylon's palace wall, the line attributed to Addison—"The hand that made us is divine."

Man's dominion over animate and inanimate nature comes to him through his wonderfully complex nervous organism. The brain, the throne where intellect and will sway the scepter of power, the home of the emotions that play so active a part for weal or woe in our life's drama, holds in its divisions, its convolutions, its happy union of white and grey matter, its minute yet perfectly-constructed cells, the power that exalts man above the beasts of the field and the fowls of the air, and places him in close communion with that Intelligence which was from the beginning and shall be forever.

Comparative physiology is teaching us truths that are made more intelligible by our study of psychology. We are brought to realize what we owe to our minds and how rightly to direct the aspirations of the soul. We learn that mind and soul are but different names for essentially the same thing; that the union of mind and matter is simply one of convenience; and by promptings from a source unseen save by the eye of faith, that external cycles of time will witness the expansion of all that is true, noble, and God-like in our natures under heavenly ministration.

No wonder that a thought of man as he stands revealed in all his majestic power, the child of celestial origin and never-ending existence, should move Shakespeare to exclaim, "What a piece of work is man! how noble in reason! how infinite in faculties! in form, and moving how express and admirable! in action, how like an angel! in apprehension, how like a god! the beauty of the world! the paragon of animals!" How perfectly did David understand the meaning of man's creation, and how fittingly did he give it expression in these rhythmic, musical words: "What is man that thou art mindful of him? Thou hast made him a little lower than the angels, and hast crowned him with glory and honour. Thou hast made him to have dominion over the work of thy hands; thou hast put all things under his feet." Emerson, in one of his thought-hunting excursions, caught a glimpse of the eternal verities and painted his beautiful vision in the following highly figurative language: "O, rich and

various man! thou palace of sight and sound, carrying in thy senses the morning, the night, and the unfathomable galaxy; in thy brain, the geometry of the city of God; in thy heart, the bower of love and the realms of right and wrong."

Can language be too deep, too earnest, too winged with the flame of eloquence, too touching in power and sublimity, to give expression to the thoughts and emotions called into being by a study of a theme so all-embracing as the origin, purpose, and end of life?

Daily experience tells us the fate of organic matter. "All that tread the globe are but a handful to the tribes that slumber in its bosom." Countless as the sands of the sea shore are those who sleep in death. Their bodies have long ago mouldered into dust; but the souls that animated them still live and shall be but in the dawn of existence when earth and heaven shall pass away,—

"Dust thou art, to dust returnest,  
Was not spoken of the soul."

The immortality of the soul has been a thought to prompt those gifted with poetic power to inspired utterances. Hear the words that Addison puts into the mouth of Cato, or those which Shakespeare lends to Hamlet!

Out of the despairing depths of atheism and agnosticism the soul cries for succor. Rob life of its longings, blot out of existence its monitorial promptings, leave unlocked that storehouse of delight to which it holds the key, and all needed wisdom is exhausted in learning to be a good animal. We unbuttress the wall that separates us from the animal world about us if we affirm that it is all of life to live and all of death to die.

Another view of the subject I am discussing shows that the intellectual life has a most practical bearing upon matters which come wholly within our lines of sense and experience. We are, to a certain extent, what our birth and environment make us—not creatures of mystic fate or blind chance, but the products of forces that act from without as well as within. The man who sees no existence beyond the dark valley, no future rest under the shadow of the tree of life, no place where the soul can hereafter enjoy the freedom for which it pants, must nevertheless see, by his daily experience, that individual force is not buried in the grave but lives to bless or curse generations unborn.

Inherited tendencies are strong to uplift and powerful, it may be, to degrade. The physical, intellectual, and moral qualities of the parent show themselves in modified form in the child. The cultus of the home leaves indelible impress on the minds and hearts of the young. How many are those who enter the world weighted down with the sins of commission and omission of which their parents were guilty! Is not all that pertains to this subject of vital interest to the race? How far it overshadows in importance such matters as the transaction of business, the rotation of crops, and the triumphs of party.

The expressive features, embodying refinement, intelligence, spiritual power, and conscious dignity, that rivet our attention and win our admiration are, possibly, as much inherited as developed. Holmes speaks of family features that "have been for two or three cultivated generations the battlefield and playground of varied thoughts and complex emotions." The element of inherited tendency is an important one to consider in the efforts to build a brain or to cultivate a heart. "You cannot, by any kind of artificial training," says

Whately, "make anything of anyone and obliterate all trace of his natural character." Holmes expresses the same thought more briefly: "Education is only second to nature."

If these statements are correct—and I think they are, although I have not time further to discuss them—they show the transcendent importance of intellectual riches and moral wealth, even though limited to earthly uses.

When an act out of the usual course of things is done we seek at once to discover the *motive* that dictated it. A little observation will convince us that some acts of the most ordinary character are not less the creatures of motive. What one thinks and does moulds his character, determines his selfhood. Motive is the parent of habit. "Sublimity of character must come from sublimity of motive." The mouth speaks out of the recesses of mind and heart and gives evidence of their depth or shallowness. Narrow motives minify the soul and stifle its aspirations.

To secure happiness is the motive that excites humanity to action. "Oh, happiness! our being's end and aim!" The pleasures that one seeks are unfailing indexes to his character. Pleasure varies in kind, from the sensuous enjoyment of the animal to the purest spiritual excitation of a rational being. Which shall it be? The choice is ours; let it be wisely made.

The man of low, depraved longings seeks the saloon and finds there the pleasure his depraved nature craves in strong drink, coarse jest, ribald song, and foul language. What though this sink of iniquity be gilded with tinsel, made pleasing in outward appearance, and echo to the sound of harp and viol; it is still the abode of foulness, the place that looks upon the inception of crime, the sepulchre of all manly virtues. The scorching flames of hell may not be distinguishable from the soul-kindling glowings of heaven by the untaught eye that looks from afar. Lost to him is the pleasure that comes from swaying tree, purling brook, and singing bird. Lost, forever lost, the delight of the eye as it contemplates the divine beauties unfolded in bud, leaf, and star; the joy of the ear as it hearkens to the voice of love, the whisperings of conscience, and the harmonies of the spiritual life; the ecstasy of the mind in its reach of thought, its grand achievements, and its boundless possibilities! How can one with the seal of divinity upon him find delight in sinking his manhood to the drunkard's level? Yet the odious vice of drunkenness is common, and some are base enough to cry out for that liberty that enables men to embrate themselves by drink. The drinker becomes the victim and slave of habit ultimately, but in the beginning of his career towards a drunkard's grave, his tippling yields him a certain degree of pleasure which holds his sensuous nature in thrall.

Whittier gives us a pretty picture, glowingly sketched, of an autumnal scene on the banks of the Merrimac. Nature was in her loveliest attire and everything betokened tranquility, beauty, and joy. A single blot marred the perfectness of the day and landscape. A man with senses steeped in whisky wallowed, as the swine, in the mire by a roadway. Above him with wondering eyes and questioning look stood a fair-haired, innocent boy. Short was the question, significant the answer. "What are you doing there?" "I'm taking comfort." Yes, the comfort was such as would bring a grunt of satisfaction through the snout of a hog. May all holy influences combine to keep our boys untouched by the demon of drink, untainted by contact with the evil-disposed,

unscathed by the temptations the devil invents for the destruction of their souls.

The touch of pitch defiles; contact with what is low debases. "Go with mean people and life appears mean," says Emerson. The chameleon is said to take on the color of surrounding objects. Ernest gazed on the features of the Great Stone Face until they became his own, and the calm, tranquil power they symbolized became his own priceless possession. Drowne kept a lovely vision before his eyes and let it enchain every sense and control every movement, until his ideal spoke in visible form in the matchless figure carved from the eaken block. The modest, timid bluebell looked from its lonely setting in the rugged ravine up to the depth above and caught some of the star's radiance and beauty to add to its own lovely qualities. Lovely objects and pure had better go through fire than drift into the slums of earth. A nature true to itself, true to what it owes to others, can find no delight in the pleasures that are pursued by the ignorant or vicious.

Dore, the French artist, went to Epsom Downs on Derby day. All about him was a sea of faces on which played the varied emotions called up by the exciting occasion, the event of events to the people for miles around. For hours a steady tide of humanity had poured out of London and the neighboring by-ways to the scene of the great races. Nobleman and lackey, bishop and cockney pushed their way side by side, in the most ultra democratic fashion, through the struggling throng. Fine lady, pert maid, and volatile fishwife touched elbows. The artist stood *alone* in the surging crowd, and shared not in the excitement which swayed the forms and feelings of those about him. His summing up of the day's sport was brief, but strikingly suggestive: "*It was a brutal scene!*"

How true it is, as Kingsley says, that the eye only sees that which it brings with it the power of seeing. Accounts of the gladiatorial combats that called the people of Rome to the amphitheater, the bear-baitings witnessed in the bear-gardens of England in the time of Elizabeth, and later, and the bull-fights, still events of absorbing interest in Spain and Mexico, can bring no feelings other than those of disgust and horror to the mind made true to itself by refining and elevating thought.

Exhibitions of mighty power, rightly directed, awaken strong emotions of the sublime. These emotions vary in intensity as they are called into being by manifestations of physical, intellectual, or moral power. The convulsions of nature give us grand conceptions of physical power, heightened by the soul's recognition of the illimitable, invisible force that sets it in motion and controls it. An exhibition of mere brute force awakens no pleasurable sensation in a refined mind. None but a depraved, vitiated taste finds a source of enjoyment in seeing two men brutes pound each other in the prize ring, or two game cocks, prepared with devilish ingenuity to make the contest bloody and fatal, do each other to death in the cockpit, or two dogs, made more savage by training and hunger, maim and rend each other in an inclosure around which a brutal mob howls its delight.

The race-track is regarded by many as a respectable place of resort, but the sense of pleasure that is touched by seeing foam-flecked horses dash wildly around the ring under lash of whip and goad of spur, is nearly akin to that which sends people to witness the more brutal exhibitions named. The

on-lookers at a horse-race are more numerous than those at a prize-fight, and include a more respectable element of society, but here we have but another instance of the greater—morally speaking—including the less. The gambler and the courtesan strike friendly palms in all such gatherings. Moral leprosy has here a noon-day airing. Gaudy equipage invites suspicion and fine apparel suggests uncleanness. Here the finer feelings are jostled out of tune and the hands that indicate the soul's progress turned backward. Useless it is to talk to the *habitués* of such resorts as those named of the pleasures of the imagination or memory; of the power to see heavenly visions or to hear sounds wafted from "a land that is fairer than this." The finer sense is locked in a death-like sleep from which it cannot be awakened by the touch of genius.

The artist transfers his divine creations to canvass, but his work interests them not. The sculptor brings forth from dumb marble a figure of surpassing loveliness, but it is not "a thing of beauty and a joy forever" to them. For them an Angelo, a Titian, or a Claude, dips his brush in the hues of heaven in vain. The masterpieces of Beethoven and Mozart touch no chord in their hearts. For them the poet breathes and burns for naught. Closed are the eyes of their minds and souls to the beauties and reaches of thought embodied in the writings which DeQuincy aptly calls the literature of power. Moral truth, even when it comes mended by eloquence and quickened by spiritual perception, shines into their souls with no steady light. Deaf are their ears to the words of inspiration spoken by prophet and evangelist. Their best cerebral forces have been sucked down into the cerebellum, and life's range of rational pleasure has been drawn within narrow limits by the process. "How very small a part of the world we truly live in," says Lowell, "is represented by what speaks to us through the senses compared with that vast realm of the mind which is peopled by memory and imagination and with such shining inhabitants." With equal felicity does he say: "We hold all the deepest, all the highest satisfactions of life as tenants of the imagination."

Without imaginative power the soul is half shrouded in darkness. The blush of dawn, the shifting panorama of light and shade, of sunshine and shower, the rainbow's promise, the deepening tinges that evening's sun throws on cloud and landscape are but half-interpreted to the unimaginative mind. What would our literature be without such imaginative power as Scott throws into his pages? Hear his address to the brook: "Murmurer that thou art! why chafe with the rocks that stop thy course for a moment? There is a sea to receive thee in its bosom; and there is an eternity for man when his fretful and hasty course through the vale of time shall be ceased and over. What thy petty fuming is to the deep and vast billows of a shoreless ocean, are our cares, hopes, fears, joys, and sorrows to the objects that must occupy us through the awful and boundless succession of ages."

Whipple says that to catch the full meaning of a tragedy like Macbeth is "to escape out of all the conditions of your daily life, and to feel ten times the man you were before the sting of the dramatist's genius sent its delicious torment into your soul.

Life is prosaic enough at best, filled with cares and every-day duties that enervate the soul's pinions, unless they are occasionally lifted into the upper regions of thought and fancy.

"A primrose by a river's brim,  
A yellow primrose was to him,  
And it was nothing more,"

says Wordsworth of Peter Bell, and in the lines he gives a picture of many lives of lumpish clay.

Spend the prime of life's energies in money-getting, and its decline will find you bereft of power rightly to enjoy the wealth which you sacrificed so much to gain. Lose that wealth and with it the possibility of recovering it, and you become wretched objects and would flee from yourselves as you would from a charnel-house.

Pascal, when his books were taken from him that he might not further injure his health already shattered by excessive study, had yet a mental store-house into which reflection could pass and busy herself. With Byrd he could say,

"My mind to me a kingdom is;  
Such perfect joy therein I find,  
As far exceeds all earthly bliss  
That God or nature hath assigned."

One of Patrick Henry's biographers says of him that, after he had given up his law practice and his active participation in public affairs, and had sought rest in the home where he afterwards died, "his great delight was in conversation, in the society of his friends and family, and in the resources of his own mind." Irving gives us a picture of Albert Gallatin, at the age of eighty, that is full of brightness and cheer. The old statesman, the worthy successor of Morris and Hamilton, had still a mind of youthful vigor and spirits fresh and blithesome. "How delightful it is," says Irving, "to see such intellectual and joyous old age; to see life running out clear and sparkling to the last drop."

It is only when the mind is stored with rich material gathered in the years gone by, that old age becomes truly venerable. Then it may be said of the aged that "they see afar; they stand on the height of experience as a warder on the crown of a tower." As Holmes says, "it is a blessed thing to be able, in the twilight of years, to illuminate the soul with such visions."

Fellow-teachers, I have made what effort I could to carry out the purpose expressed in the opening sentences of this address. Deeply as I feel upon the themes I have touched, and profoundly as I am convinced of their overshadowing importance, I have come far, far short of doing their treatment justice. A grand subject and a fitting occasion have I had, yet my words are cold and passionless when I would have them burn into your very souls. Before the onward, majestic sweep of God's purposes let us bow in reverential awe. Let us not forget what life means and what its best lessons are. Coming to our work with thoughtful minds and earnest hearts, let us endeavor so to direct it as to make the lives of our pupils worth the living, to create within them new hearts and to renew within them right spirits. Temporal things, creature comforts, they must have, and proper training will give power rightly to secure and use them; but let us not forget that the noblest part of our effort goes beyond all these and seeks to nourish growths that shall be perennial.

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## THE COUNTY TEACHERS' INSTITUTE.

DISCUSSION OPENED BY SUPT. J. C. HARTZLER.

You see from the size of this little skeleton I have before me that I am not liable to weary you with a long paper. There are a few things that I thought I would present this morning. It appears to me that the Ohio Institute has its weaknesses, as there are weaknesses found in many other departments of our school work, and it is very natural. What those weaknesses are, and how to remedy them ought to be the work of the Association this morning. The Institute does not do its work all over the State as well as it ought. I would that our county executive committees all over the State might be here and would give us the light they have, that we might have a revival in this direction.

The Ohio institute is an organization recognized in our school law, and it ought to be improved year by year. In the absence of county supervision, and in the absence of certain other things that we ought to have, we look upon the subject with a good deal of fear that too little is done to reach the masses of the teachers of the State. We have a corps of over 20,000 teachers, and each of these 88 counties ought to have an organization of the kind, and they ought to be so utilized as especially to prepare for work the young and inefficient teachers that come into the corps every year.

I have attended institutes in Pennsylvania, and they have a good many excellent features. First, they have a county superintendent, which we must have. I think there is a great deal too much talking done and too much work done in trying to get township supervision. That will not be the means through which you can get attendance of the inexperienced and inefficient at our teachers' institutes.

In Pennsylvania, the story may be briefly told like this: The county superintendent is elected by the school directors. He has an annual meeting of the teachers of his county. He is the president of the institute. The teachers are expected to attend. In Mifflin County, they were all present except four. They were present the first morning. The organization was very complete. The superintendent was around among the teachers and saw that he had at least the attendance of his teachers. What brought them there? There is a head for the county,—some one to whom they feel responsible. It is necessary that it should be so. In Indiana it works well. It works well in Illinois. There is something else in Pennsylvania—something that pleases us very much, and that is that the teachers are paid for attending, the same regular salary they get in the school-room. So it ought to be everywhere.

I think there is too much speech-making done there. I think there ought to be a little different kind of work from what is done there. There is a good deal of enthusiasm. They have large meetings at night. Popular lecturers are employed to deliver evening lectures.

We must aim at a more full attendance in Ohio. I find that the very ones who need it least are always present. They are the faithful ones. Those who are careless about what they are doing are absent. To get them into the institute is the important thing, I believe. We must have county supervision—not so much township supervision as county supervision—if we would work for the betterment of our county institute. I think the betterment of the county

institute can be reached only through county supervision. There should be more wisdom shown in the appointment of county examiners. There are frequently appointments made by the probate judge that are unwise. They are selected for the purpose of conferring a little honor on some one that must be pleased. It seems to me that there ought to be some kind of influence brought to bear on the probate judge, that will bring him into closer contact with his little cabinet. The county examiners are his little cabinet. He ought to select them with the utmost care. The best men ought to be appointed examiners. If the probate judge would stir them up to attendance on the county institute we should have better results. How shall we reach them? That is a difficult question. I think the teachers can work on the probate judge so as to better matters in that direction.

Much might be said in regard to the character of the work to be done in the institute. In some institutes, it is lectures from beginning to end. Again there is regular class work done. This is because many of the teachers, perhaps from 20 to 40 percent, are unable to teach the common branches properly. They come into the institute and ask instruction. This ought not to be; but boys and girls get into our ranks before they are qualified, and so a good deal of instruction is devoted to them in the institute. Illustrative teaching ought to have a prominent place in the institute.

Above all, we need to gain inspiration for our work, so that we shall perform it with greater professional zeal.

R. H. HOLBROOK:—The Institute is one of the headless bodies of the educational corporation of Ohio. The country district schools are another such headless body. Our system of examinations is another. Indeed, while our State system of education is not headless, by any means, for so long as such capable leadership is vouchsafed to it as it now enjoys in our present worthy School Commissioner, it cannot be said to be headless, in any sense, still we must confess that its head is too slightly connected with its body. But our institute system is indeed and in truth a body without a head. I do not wish to be understood as depreciating in any way its value, or in any way to imply that it has not done and is not doing good service for the cause of education. The county institute has done an important and an increasingly useful service. It certainly has enjoyed a free and untrammelled growth. It certainly has not been hampered or misdirected by artificial or hasty legislation. Surely, if a growth has ever been a product of its own simple, natural environment, it is the growth of the county institute. And I am disposed to think that the county institute has in it much of power and native vigor, due to this simple, natural evolution from the plain demands of its native environment. Still, this progress is somewhat impeded by certain of its existing conditions. I want to consider two of these.

First, the relation of the institute to the examiners. There is now a wide gap between these two essential elements of our school system,—a break which impairs greatly the usefulness of both. That it should exist is an anomaly which would be a surprise to any one who has not studied the Ohio school system. In a majority of the counties of the State, the examiners do not sustain any important relation to the institute; indeed, I suppose I do not exaggerate when I say that a large majority of the examiners of the State do not attend the county institute. This is unfortunate to both examiners and teachers.

To the examiners, for the reason that they, quite as much as others in the different counties of the State, need the information, suggestions and inspiration of the institute. To the teachers, because the usefulness and benefit of the institute are very much impaired and discredited in the minds of the young teachers, who note that their only superior officer, the one who alone can empower them to teach, does not deem the institute, which is maintained for the instruction of teachers, of sufficient importance to be encouraged or endorsed by his presence and co-operation. Now, sir, I think that such legislation should be secured as will make it the paid duty of the examiner to be present at the county institute at least during one week of its session.

Second, Mr. President, I wish to consider the relation of the institute to the instructor. Two views are prevalent as to what should be the pedagogical character of the institute. On the one side, there are those who would make the work of the institute academic, who claim that it should teach the common branches and prepare the teachers present to pass the examination. Now, the unreasonableness of this view is manifest. The impossibility of giving instruction in five branches in five days should be manifest without explanation.

On the other side are those who would make the institute work a series of lectures of a professional character. Against this a majority of country teachers are arrayed. They complain because it is not practical, and hence a professional institute as opposed to the academic institute is not popular by any means.

Now, sir, I believe there is a golden mean between these two extremes. The institute should teach methods by teaching subjects. It should be academic, but only so far as the instruction serves to illustrate methods. It should be professional, but never without academic object lessons in teaching, as the basis of pedagogical generalization. There is a possible practical union of these extremes, which, I am glad to say, is now going on, and which will add greatly to the usefulness of the institute.

Now, one word as to "practical." Theorize as we may, this word practical means to the country teacher something that will help him to pass the county examination. I am ready to assert, also, that this idea is natural, just, and correct. The Institute ought to help the young teachers to pass their examinations. The best Institute should, in the best sense, do this. But it does not, and can not, while the present great gap between institute and examiner exists. Close up this, and every institute will be truly and properly practical—it will also be popular. If the teachers of a county know that the examiner will be present at the institute, and that he will incorporate the suggestions, methods and principles presented in the institute in his examinations, they will all be on hand, and their unanimous verdict will be that it is "practical."

To recapitulate, then, Mr. President, I earnestly urge that our examiners should be paid to attend the institute, and that the institute should teach teaching by teaching; then will they be more practical and more popular.

SEBASTIAN THOMAS:—The chief hindrances that seem to me in the way of making our institutes more efficient are, first, a want of interest on the part of those who are to be benefitted by the institutes. The chiefest of those, I am sorry to say, are those who should be most interested, for they are among the oldest of our country teachers. They are a class that look upon the profession as a handy means to bring money to them during the winter months,—these

months when chickens have taken a vacation of the egg-laying business, and the ground is frozen too hard to raise onions and strawberries, and when the interest of horse jockeying has subsided. They can by no means, be called professional teachers, the only evidence they can afford of any relation to school teaching is a bundle of low grade certificates, annually received for the last fifteen, twenty, and even some of them twenty-five, years. The only intellectual effort made on their part is the "studying up" for examination. This class rarely attend the institute, and when they do, they are hard to reach, for they are fossilized.

Another hindrance to the good work of our institutes, is that the instruction given in them is not appropriated. Teachers expect to be entertained, and rarely take notes of what they hear. The majority go home taking as little with them as they brought. The results of the instruction should be made available in every detail of teaching. The examiners should make use of the instruction given, at every examination held in the year. This would compel many who absent themselves, to attend, if for no other purpose than that of securing certificates, it would nevertheless result in much good to the schools.

A third hindrance is the kind of matter presented by many instructors. In many cases it is no instruction, but mere talk—mere speech making, to catch the ear and elicit the admiration of the rural schoolmaster.

The few who can benefit from this matter ought to unite mind and heart to remove these hindrances, in one way or another, and so make the teachers' institute a more efficient agency in preparing our teachers for their work.

DR. TAPPAN:—There are two entirely different kinds of work done in the county institute in Ohio. The one is academic work. That has been spoken of this morning. The other consists in giving instruction in the art and science of teaching. I believe it would be far better if these things were more separate.

U. T. CURRAN:—Besides the two kinds of institute work mentioned, there is also another. There are essays and lectures on astronomy, and geology, and other things that a man has in his head, that will, perhaps, kindle fire in the minds of some youths that have never before had these matters brought before them. I have been associated with men who are eminently successful in this sort of work. The great thing is to get young people started. Often, the young people who have had few opportunities learn more from the institute in one week than they have learned in all their lives before. We must do this academic work and do it well. We will find many who are eager to learn.

We who go out to lecture in these institutes should agree on a certain part of the theory that we will teach. One man will carry out a part of it this year, and let the next man take it up where he left off, and so work into some sort of a general system throughout the State. We waste so much because there is no one to tie up the sheaves as we go along.

DR. E. E. WHITE:—I wish to defend the teachers' institute of Ohio from what has seemed to be a criticism. I think if we could take from the school progress of Ohio, in the last thirty years, all that the teachers' institute has put into it, you would find that this institute has been a most valuable agency for the improvement of the schools. It has been almost the one means for reach-

ing the great body of our teachers and giving them an impulse towards professional life and professional improvement. If you knew the number of teachers who have got their inspiration from the institute, you would find an army of men and women in this State. I believe that the teachers' institute of Ohio, imperfect though it is, has been the one agency above all others that has put out its hand and has taken these young teachers of the State and given them their inspiration. It is one of the pleasures of my life to meet men and women that are gaining prominence in their profession, that can look back and point to this man and that man that gave them their first ideas of professional life.

I do not think we can ever make the five days institute successful on the model of the five weeks school, and if we attempt to do it, we will make it less efficient. The five days institute has a specific purpose, quite distinct from the normal school, and that purpose is to reach the great body of teachers who can only be called together during that short time, and give them the instruction they need. As far as my experience goes, I should say that the teachers' institute is most vital and most efficient when the five days institute is made a school for professional instruction. The academic teaching must be very limited. We had better leave that to the normal school proper, and give these teachers the inspiration, and exert over them the influence that will enable them to work out for themselves, in their own schools, what has been given them. One thing has struck me in my contact with Pennsylvania institutes, and an idea which I wish we could make a popular feature in our State, and that is, a day set apart for the public. Let every one interested in the common schools come in and participate in the exercises. If you could get a hall full of people, and then go in and discuss before them this question of legislative reform, good results would follow.

In conclusion, I would bring before you again the thought that we cannot conduct the teachers' institute entirely for the younger teachers. We must have it broad enough to meet the demands of the most experienced teachers.

DR. W. G. WILLIAMS:—In our county, we have done some missionary educational work. We go out to the country towns, and the people come to our institute in crowds. They are not surfeited with instruction. We have always had grand success when we can get the county institute to move to the country. We get out there and hold our sessions in a church, and the people come from miles around. I have spoken to audiences when there could not more than half of them get in. I think we ought to carry the work to the country districts, for the city teachers will not attend the institute.

It is good policy to pay our teachers for attending the institute. We say to teachers when we issue our certificates, "You are expected to attend the county institute," and we have good attendance. I think it would be very well, indeed, if all the school boards in the United States would add one week's salary to pay the teachers for attending the institute.

F. TREUDLEY:—I want to commend the attitude of Dr. White. In one or two weeks of county institute work, it is a mistake to put the academic feature uppermost and put the other features in a subordinate place. The trouble under which the teachers labor, more than anything else, is that they know the letter of the matter, but the spirit that maketh alive they have not. There are

very few that see mathematics as the way the Almighty has constructed the universe; and there are very few people that see that language is a living thing.

In teaching, there is a deeper spirit that enters into it. There is something beautiful in all of these subjects, when you get down to know and see the springs of life. The letter killeth, the spirit maketh alive. The children go out from the country schools taught simply the facts relating to a certain subject, and are not taught that what they need is to go below the surface. If they could only see that everything has on it the sign-manual of God himself, then they would get the spirit of the law itself.

A. A. BARTOW:—I do not think any one will for a moment dispute that the idea of abstract teaching is a good one. The difficulty is that there is a certain class of people, recognized by superintendents and those with whom they work, as able class-room instructors. At the same time, when we say anything to them about the institute they at once say to us it is not practical enough. I wish to ask how we are to make them think that it is good for them to attend and get what benefit there is there for them. Must we not make some compromise on this ground to secure their attendance.

F. D. WARD:—I think the mistake lies here. We must not compromise with those who demand academic work in our institute. It is a place more for inspiration, more for breathing into the teachers of the county the breath of life, than for instructing them in Arithmetic and Geography and Grammar simply. The enrollment in our county has been greatly increased since the instructors made us hungry and thirsty for knowledge. They gave us some of the hows and whys in Arithmetic, but they gave us more—a glimpse of the higher life of the teacher. They opened to us the field of literature. I think it is the secret of inspiration to make those who hear the instruction hungry and thirsty for knowledge. If those people who complain of the institute will only come and stay long enough they will go home satisfied. We must not compromise with those who demand a little more practical work in the institute. I think the most practical work is the inspiration.

L. W. SHEPPARD:—One great need in the county institute is more connectedness in the work done there from year to year. I think it would be well if we had some plan by which we could give this work from year to year some continuity. Some one has suggested a board of control, a board of direction, that we might have some uniformity in the work and some method of giving credit to those who have made progress from year to year.

DR. E. E. WHITE:—I do not think we ought to make any compromise with that class of teachers who demand that the institute shall be a means of preparing them for getting teachers' certificates. That is practical to them, and it is about the only thing that is practical. We should make no compromise on that line.

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### A YEAR WITH LITTLE ONES.

The discussion of this subject was opened by Mrs. Delia Lathrop Williams. She spoke particularly of the sensitiveness of little children and the consequent demand upon teachers for a wisely expressed sympathy, directed to the end of developing self-reliance and independent right doing. She also

emphasized the need of teaching children to respect the rights of others, by not allowing them to meddle with absent children's books, slates, pencils, etc. Teachers were reminded of the great importance of requiring little children to do their school duties carefully and accurately, and to treat teacher and schoolmates courteously.

J. F. LUKENS:—One point in primary work to which I wish to call attention is the importance of beginning early to train the child to a correct use of the mother tongue. Not enough attention is paid to this. In the first three years of the school life, a large part of the work is done. The English language is what these little children, that come to us with a simple and limited vocabulary must be taught to speak. They must talk to and with the teacher—talk about the things that are ordinarily called lessons. The pupil must use words in sentences first. His language must grow. He must be trained to a correct use of language in every thing that comes before him in the day's work. Go into a school in any of the cities of Ohio, and ask "How do you teach German?" and the answer comes, "Teach it in number lessons, teach it in geometry lessons." The English language must, in the same way, run through every subject. We ought to send children up into the next grade after their first three years of work, talking just as good English as they ever ought to talk.

So many children leave school at the age of nine or ten years and never get back again, that we ought to give them something more in the first three years than the ability to use good English. The best schools in Ohio do, at the end of three years, send them out as good in the handling of numbers rapidly and correctly as they will ever be in their lives. They ought also to know something about their own State and to have good ideas of direction.

I feel that in three years these little one's may at least get a good foundation for future work, and if they must leave school, they will not go into the world handicapped in their struggle for existence.

MISS MARGARET W. SUTHERLAND:—I feel intensely interested in primary work. There is nothing of more importance than how we start the children out in their first work. I want to impress this thought, that if boards of education find any one who makes an exceptional primary teacher, she ought to be encouraged in every possible way to make a specialty of primary work. It ought not to be considered a promotion to go from the primary school to the second grade; and as everybody thinks something of salary, I think she ought to have an increase of salary as she gains in skill. If they would give me as much money in the primary school as in the high school, I would apply for a primary school next week. I want to impress particularly the importance of retaining teachers in the primary grades, when they are doing good work there, and of giving them every encouragement to make a specialty of this work.

One word to the teachers: If you do not study something beyond what you are teaching you will soon become unfit for your work.

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OHIO TEACHERS' READING CIRCLE.

REPORT OF TREASURER.

As treasurer of the Board of Control of the Ohio Teachers' Reading Circle, I present the following statement of the amount received for membership fees since the last report made to the Association, June 30, 1887.

To make the report as brief as possible, I will name the county and the amount received, omitting dates and the names of the persons who remitted the money.

Adams.....	\$ .25	Marion .....	2 25
Ashland.....	2 50	Muskingum .....	18 25
Clark.....	9 50	Meigs.....	1 00
Clinton .....	4 75	Noble ... ..	10 50
Clermont .....	14 00	Perry.....	2 00
Coshocton .....	2 75	Pike.....	.50
Crawford.....	5 00	Preble.....	6 00
Cuyahoga.....	15 00	Putnam.....	3 00
Delaware. ....	5 00	Richland.....	4 00
Erie.....	.75	Sandusky.....	3 00
Fayette.....	.48	Scioto.....	4 00
Greene .....	2 25	Stark.....	6 75
Huron.....	1 00	Tuscarawas .....	21 75
Harrison .....	7 00	Ross.....	25 00
Hamilton .....	.75	Summit.....	4 75
Lawrence.....	.25	Wayne.....	8 00
Licking.....	6 50	Warren.....	9 00
Logan.....	7 03	Washington.....	3 50
Lake.....	3 25	Wood.....	1 00
Medina.....	.25	Rochester, N. Y.....	.75
Montgomery .....	5 00		
Entire amount received.....			\$228 26
Balance on hand June 30, 1887.....			131 64
Total.....			\$359 90

The expenses for the year have been as follows:—

Printing 20,000 circulars.....	\$ 44 79
Printing 6,000 membership cards.....	10 50
Letter heads, envelopes, and postals.....	16 75
Letter circulars.....	1 75
Expenses of Board, February meeting.....	42 65
Printing 500 annual certificates.....	9 50
Telegrams and expressage.....	4 64
Postage.....	25 76
Diplomas, ribbon, etc.....	42 75
Clerical work.....	100 00
Total.....	\$299 09
Balance on hand.....	\$ 60 81

Respectfully submitted,  
E. A. JONES, Treas.

## REPORT OF CORRESPONDING SECRETARY.

The lateness of the hour forbids any extended report as secretary.

The statement of the treasurer shows that the sum of \$228.26 has been received for membership fees during the year.

In several counties, a portion of the money was retained for the payment of local expenses, so that the money received represents a paid membership of more than one thousand. In nearly every county there have been many more readers than members.

From reports already received, I think we may safely say that more than 1500 teachers of Ohio have been engaged in the work of the Reading Circle for the past year.

Tuscarawas County has had the largest membership,—160. Muskingum reports 101 members and 160 readers; Cuyahoga, 122 members; Clermont, 57, and Montgomery 50. 42 counties are represented in the report of the treasurer.

The circulars for 1888-9, giving the course of reading for the sixth year, price of books, and all necessary information in reference to the work will soon be issued and distributed throughout the State.

It is hoped that the Reading Circle will receive attention in every institute, and that the teachers in every county will elect a corresponding member and report the name of the person thus elected to the Corresponding Secretary of the Board of Control. This is especially important, as we have no county superintendents in Ohio, to direct the work.

Institute instructors can do much toward awakening an interest in the Reading Circle in the various counties of the State, and they are urgently requested to use their influence in this direction.

Circles should be organized and the work commenced as early as the month of September, in order that it may be completed within the year.

While our organization is known as a *Teachers' Reading Circle*, the course of reading, as arranged, is of special value to those who are intending to become teachers. During the past two months many hundreds of pupils have completed their work in the high schools of Ohio. But a small portion of this number will have any opportunity for college training, or even the special instruction of a normal school, and yet many of them expect to engage in teaching as soon as a position can be secured.

To all such the Reading Circle offers an excellent opportunity for further advancement, and for some degree of preparation for the work of teaching. We hope that many of these graduates will be enrolled as members in the coming year.

We now enter upon the sixth year, but those who have not read the course, as previously arranged, can select any year they may prefer. A diploma will be given, upon the completion, in a satisfactory manner, of *any* four years in the course, and the payment of the required fees.

I take pleasure at this time in presenting to the President of the Board of Control the names of *forty-four* members who are entitled to receive their diplomas at this meeting of the Association, as follows:

*Ashland County*: W. W. Felger.—1.

*Clark County*: J. S. Wharton, F. L. Reigel.—2.

*Clermont County*: Supt. S. T. Dial, Mrs. Mary Lane, Mary Carter, Eva

A. Robb, Willis Stall, Ed. Liming, Elbert Glancey, Flora Beck, Elma Townsley, Cassie Crane, T. P. Davis, D. N. Cross.—12.

*Crawford County*: Supt. J. J. Bliss, — Scott.—2.

*Hamilton County*: Mrs. Jennie M. Bryan.—1.

*Harrison County*: W. T. Perry.—1.

*Meigs County*: Lucetta Smith.—1.

*Montgomery County*: Clara B. Sawyer.—1.

*Richland County*: Hattie A. Stone.—1.

*Scioto County*: Geo. M. Rightmire.—1.

*Summit County*: Lee R. Knight.—1.

*Stark County*: Mrs. Stella B. Hapgood, Sallie Brannan, Lillian Ulman, Susie E. Graybill, Ella M. Tordt, Hattie E. Robison, Viola B. Pepper, Fred-eric Heckman, Mary Diether, E. A. Jones.—10.

*Tuscarawas County*:—Supt. S. K. Mardis, Mrs. S. K. Mardis, E. T. Mohn, P. H. Kuhn, E. W. G. Vogenitz.—5.

*Warren County*:—J. M. Mulford, W. C. Wilson.—2.

*Wayne County*:—Mamie Myers, Minnie Myers.—2.

*Rochester, N. Y.*: Frank H. Battlea.—1.

Respectfully submitted,

E. A. JONES, *Cor. Sec.*

ADDRESS TO THE GRADUATES, AND PRESENTATION OF DIPLOMAS, BY THE PRESIDENT, MRS. D. L. WILLIAMS.

*Fellow Teachers, and Members of the Graduating Class of the Ohio Teachers' Reading Circle:*

The close of another school year brings us to the second public recognition of the completion of the Teachers' Reading Course. The Ohio Teachers' Association, which I have the honor to represent, congratulates you. We know that the completion of this four years' course has cost you self-sacrifice. You have read when society, magazine literature, amusements, fancy work, and many other things, have tempted you to turn aside from pedagogy, political economy, psychology and science. But you have triumphed over weariness of body and mental inertia, and have gone through Sully, Payne, and White, Gregory, Chapin, and Barnes, and much more.

You, and the fifteen hundred Ohio teachers who have been reading with you this year, are our pride and hope for the future. The gray hairs of our standard-bearers remind us that the responsibility of the public school interests of the State will soon come upon you. We trust your devotion to sound learning and to the best methods of teaching will make you the worthy successors of the fathers. The Ohio Teachers' Association takes pleasure in bestowing upon you this recognition of your work, this really beautiful diploma, which it hopes you will value, not only for what it represents of labor to you, but also for what it represents of esteem and confidence on the part of your friends, the members of the Ohio Teachers' Association.

Let me exhort the teachers present to use their influence to gather into the reading circles of the State, during the coming year, the young and inexperienced teachers, those who have had but limited educational and professional advantages, to open to them the gateway to literature and learning, and to tempt their feet into its pleasant paths. To have accomplished this will be reward enough for much painstaking labor.

## NEXT YEAR'S COURSE.

The course of reading for the coming school year selected by the Board of Control at its session in Sandusky is the following :

*I. History.*—Old South Leaflets, 9 No's, to be named in the forthcoming circular.

*II. Literature.*—1. Shakespeare's Henry IV. 2. Irving's Knickerbocker's History of New York. 3. Macaulay's Warren Hastings.

*III. Science.*—The Eclectic Guide to Health.

*IV. Pedagogy.*—1. Calderwood on Teaching, or, 2. Compayre's Lectures on Teaching, Payne's edition.

It was arranged by the Board, to have helps prepared for the study of this course in the way of questions and notes or other guides, and published, if the plan meet the approval of the editor, in the EDUCATIONAL MONTHLY.

The subject of a post-graduate course has been earnestly discussed, and the Board recommends to all those persons who have read a four-years course, and to any others of the Circle who can spare the time, Dr. Hinsdale's Old Northwest. The topic, the time, and the author, combine to make it a book especially fitting to be read by Ohio teachers.

J. J. BURNS, *Recording Secretary.*

## MEMORIAL OF DR. I. W. ANDREWS.

BY M. R. ANDREWS.

From one point of view, the life of Dr. I. W. Andrews may be sketched in few words. Born at Danbury, Conn., in 1815, he was graduated at Williams College in 1837, was elected Tutor of Mathematics in Marietta College in 1838, Professor of Mathematics in 1839, and President in 1855. In 1885 he resigned the presidency but continued to give instruction in Political Philosophy. How it happened that I. W. Andrews was called to Marietta at so early an age is explained by a letter written to him by that greatest of American teachers, Mark Hopkins, in 1867.

"I was written to know my opinion of ——— as a suitable person for Marietta. That was the only question asked me. I do not remember precisely what I said, but I went beyond the record and recommended you. I have never regretted what I did."

Mark Hopkins said still more when he visited Marietta, expressing his great pleasure in recalling the fact that it had been his good fortune to send such a worthy representative from his first class to build up another Williams College on the banks of the Ohio.

We do not admire the beauty of an edifice on account of the noise made in its construction. That Marietta is indebted to the influence of Dr. Andrews for benefactions and legacies amounting to half a million dollars, that a thousand men to-day recall his lessons with grateful, reverent feelings, is soon told, but it is the summary of fifty years of faithful service.

His ideal of a teacher's work is so clearly expressed in an article on the

"Personal Peculiarities of Teachers," in the *Journal of Education*, that one might easily fancy it the reminiscence of one of his pupils.

"The perfection of instruction consists in so aiding the pupil to overcome for himself the difficulties which he meets, in throwing light upon his path at just the moment it is needed, in such a quiet way, with so little of parade or effort, that the pupil is sensible only of the progress he is making, and is quite unconscious of the real aid he has received from the teacher."

His students will also heartily confess the truthfulness of his picture of college life in Marietta, and that his own quiet, patient example made such a history possible.

"From its establishment to the present day, it has been singularly free from excitements and troubles, and it has pursued the even tenor of its way, aiming to give the best possible training to the young men who have sought its privileges. The College furnishes little material for an historical sketch, and perhaps this is the best thing which can be said of an institution of learning."

We leave for others the pleasant task of describing more fully his work in Marietta. The younger teachers of Ohio do not know how closely he is identified with the early history of our common schools. In February, 1861, this Association, in a meeting at Columbus, appointed him, with six others, Lorin Andrews, R. F. Humiston, D. F. DeWolf, James Campbell, Darius Lyman, Jr., and Charles S. Royce, to aid in the organization of county institutes, and through the southern and eastern part of the State he took an active part in the educational campaign that ensued.

He was President of this Association at Steubenville in 1857, and long served on the Executive Committee; he also delivered the Annual Address at Put-in-Bay in 1877. He was a member of the State Board of Examiners from 1866 to 1871.

As associate editor of the *Ohio Journal of Education*, in the first six volumes (1852-7), and afterwards as contributor to its successor, the *EDUCATIONAL MONTHLY*, he showed his lively interest in elementary education. In 1852, he wrote of "The Union School System" and warned officers and teachers against too implicit reliance upon the excellence of any system, thus by thirty years anticipating a favorite dogma of the apostles of the New Education. Among the subjects discussed by him in this and subsequent years are, "Images in Concave Mirrors," "Relation of Schools and Colleges," "Schools of Lowell," "Marietta Public Schools," "College Education in England and America," "Popular Education in Great Britain," "The Eye and the Ear in Elementary Education," "The Teacher's Duty to Himself," "Elementary Classical Study," "A Course of Study for High Schools," "Pronouncing Dictionaries," "The Self-Reporting System," "Greek Preparation for College," "Elementary Arithmetic," "Law," "The Muskingum Academy" (torn down in 1887), "When was Ohio Admitted into the Union?" (1803), and one of his last contributions, suggested by a visit to the primary schools of Steubenville, was "Elementary Instruction."

He was an active member at the first meeting of the National Teachers' Association, and afterwards became one of the National Council of Education.

At his own home he was among the first to move for the organization of a system of union schools, and to him Marietta is greatly indebted for the deservedly good reputation of her public schools.

In policy a conservative, in the best sense of the word, in philosophy he was always and unmistakably an optimist, but not an enthusiast. "All things work together for good" is a truth whose ever-present reality cheered him, not to boasting or display, but to patient continuance in the work which Providence had assigned him. In the long struggle to build up a college, his quiet cheerfulness amid discouragements gained him such trusty friends and solid support as a noisy demonstration never could have won. With him life was real and earnest, but always bright, hopeful, cheerful. Duty was no galling yoke with a heavy burden to drag; it was only a light to guide him from pitfalls and at the same time to bless him with the joy of perfect liberty. The influence of such a life and such teaching might not cause a burst of enthusiasm, but it would live and abide in the thoughtful heart, growing stronger and stronger from year to year. The hopefulness of his character was strongly shown in his dealing with the erring. He often said, "Some of those boys who used to try us sorely have made very useful men." He would patiently bear with many a lapse, striving by gentle means to bring the offender to a sense of duty, even when many of his associates thought the day for mercy was past. The spirit of cheerful perseverance in duty gave him heroic fortitude in times of affliction. A stranger who heard his brilliant Annual Address at Put-in-Bay would never have suspected that the speaker had recently been called to mourn the tragic death of an only son. A few years later, when, by the death of a daughter, he was left childless in the evening of life, he did not falter in his labors; and those who were near him, as they saw him going on so bravely with his appointed task, realized with Adam Bede, that "There's many a good bit of work done with a sad heart."

His early experience as teacher of mathematics, colored and influenced all his instruction in other departments, and especially in that for which he will chiefly be remembered beyond his immediate circle of friends, the chair of political philosophy. His political creed must be as plainly drawn as a figure in geometry, as clearly expressed as an equation in algebra. Hence he laid great stress on formal acts and always paid due reverence to the visible representatives of authority. To those deeper undefined movements of the popular heart which have not yet assumed the form of written constitution or law, he paid little heed, because they lacked mathematical precision. With historical treatises in which rhetorical effect is sought at the expense of exact truth, he had little patience. The only novel in which I ever heard him express any interest is *Ben Hur*, and although his selection of hymns and his quotations from them showed a keen poetic instinct and a depth of feeling, in his own writings and speeches the only figures were the nine digits and their power was that of a moral force moving in the straight line of duty.

His pains-taking care to have every date and every statement exactly right often amused his students. Late one evening, after he had been searching diligently through a huge pile of public documents, I asked him, "What are you investigating to-night?" He replied, "I am looking for the date when the Attorney General's salary was changed from \$3,500 to \$1,000 a year." When found, the statement occupied half a line in his one book, "*Manual of the Constitution*," but that half line could not be written until its accuracy was assured by consulting the official records. No wonder we learned to accept implicitly the results of his investigations! At another time, he amused us

by showing a warmth of indignation unusual with him, because the Ohio Secretary of State had reported that the proclamation for the organization of Washington County was made July 27, 1788, when it ought to be July 26 1788; but after giving original authorities to prove that he was right and the Secretary's report wrong, he showed us the value of accuracy in little things by reminding us that July 27, 1788, was Sunday, and he therefore thought it important that history should not be falsified to prove that the first county in Ohio was organized on the Sabbath. He was brought up in the old school of Connecticut orthodoxy, and by word and example he defended the sacredness of the Christian Sabbath.

In harmony with the other traits of his character, was his unswerving fidelity to every trust. The best proof of this is seen in the fact that his warmest friends are those who have known him longest. A few days ago, one of his first pupils said, "In all my years of labor in the Christian ministry I have looked to Dr. Andrews as a friend whom I could implicitly trust, and I have often come to him for counsel and help." The trustees who were associated with him so many years, some indeed from the very beginning of his labors, freely gave their influence, their time and their means to carry out the measures which he proposed, well assured that what he approved had been carefully considered, and so matured as to stand the test of trial. In the commercial, the educational, and the religious associations of his life he has been trusted and honored by the wisest and best, and these honors he has gained, not by seeking, but by deserving them.

Mathematical certainty of conviction was also discernible in his religious character. A clear, cool weighing of evidence in his mind left no room for doubt, and when once the path of duty lay before him, his habit of prompt obedience left no time for hesitation. His scripture lessons to his students were filled with the close reasoning of Paul as found in the epistle to the Romans, or with practical presentations of social and political duties. The Pauline earnestness which called forth such expressions as "my brethren, dearly beloved and longed for, my joy and my crown," was a part of his nature, but only the inner circle of friends heard its utterance. To such, it is not his thoughtful sermons which bring up the sweetest remembrances, it is rather the glimpses of his own inner life, the tender experiences revealed in the prayer meeting, at which he was a regular attendant.

His long busy life knew no winter of enforced idleness. After resigning the presidency he continued to give instruction in his own department. Besides revising his Manual of the Constitution, he was busy collecting material to illustrate the history of the early settlements in Washington County. One alcove in the library attests his diligence in this labor of love. His friends had hoped that he might live to publish the results of his investigations in this field, but that work has been left for others.

When preparing to go to Boston and deliver an historical address, he replied to the remonstrances of his wife against making such a journey in stormy weather, "I have promised to go," and that with him was reason sufficient. The following note, probably the last he ever wrote in Marietta, shows us how he was busy to the end.

MARIETTA, March 8, '88.

Dear Sir:

The enclosed list will show what societies, historical and pioneer, I have sent circulars to. I have also written in each case. I leave this morning for Boston and must leave the rest to you, save that I will send to the New Jersey Society and to the Massachusetts.

Very truly yours,

I. W. ANDREWS.

He fulfilled his engagement at Boston and started to return home, eager to resume his labors in preparation for the Centennial Celebration at Marietta. But his work was done. The fearful storm, which swept over the East last Spring, caught him in its path and he was compelled to stop at the home of his brother in Hartford, Conn. There, on the 18th of April, 1888, surrounded by friends and relatives, not far from the home of his boyhood, he peacefully ended his long and busy life.

As Marietta had been blessed for half a century with the labors of Dr. Andrews, during which time her interests, material, moral, intellectual and religious, had busied his head and heart, with reverent love she claimed again all that was mortal of him, to be laid at rest amid the scenes where his memory is most fondly cherished. And so, from the oldest church building in Ohio, he was borne to the Mound Cemetery and buried near the graves of General Rufus Putnam and other pioneers whom he had long delighted to honor, and whose principles of civil and religious liberty, his own life and teachings had so grandly illustrated.

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 REMARKS.

W. H. MITCHELL:—It has seemed to me that something further might be said regarding Dr. Andrews, though the paper in itself was sufficiently complete. I spent four years at the institution of which Dr. Andrews was for thirty years president, and could relate many incidents with regard to his life and work. Near the close of the senior year of my class, a Congregational Conference was in session at Marietta. The president desired that the conference should hear the members of the graduating class. A day was appointed on which we were to be prepared to speak, and the conference was invited to be present. We were granted the privilege of making extemporaneous speeches, limited to a few minutes. We decided that we would all speak on the same subject. The subject chosen was cremation. We appeared one after another, nine or ten of us in succession, each one taking up the subject where the previous one left it, speaking for a few minutes on the subject of cremation. This began to grow rather monotonous after a time, and finally Dr. Andrews arose and said he thought it best to close the speaking because it was not proper to make light of a *grave* subject.

Too little rather than too much has been said in praise of Dr. Andrews.

DR. E. E. WHITE:—There are some ten or twelve distinguished persons in our State who have the honor of laying the foundations of our school system. Dr. Andrews was one of these men. This Association has been called upon several times during the past fifteen years, to pay tribute to the memory of that group of men. The group is now small. Nearly every one who took part in that early movement has finished his work and his memory is precious. We have two of that group still with us. It seems to me very fitting that this Associa-

tion should for a few moments speak words of appreciation at such a time as this. It has been my privilege to have a personal acquaintance with Dr. Andrews for thirty-five years. He was one of the few who constituted that inner circle of friends in whom we trust confidently and without question. My last real personal interview with Dr. Andrews was two years ago this summer. We made the trip of the Rocky mountains together. During those days I learned to appreciate him even more than I had before. I regard him as one of the ablest men that has honored the schools of Ohio. In his breadth and earnestness, he was the peer of any man that has stood prominently in the school work of this State. His heart was in the school system that he had helped to found, though he was so deeply interested in college work.

During the fifteen years that I edited the official journal of this organization, I relied on him for advice when questions of school policy were under discussion, and when statements regarding the course to be pursued should be made with care. It seems to me that this Association owes a very great debt to a man, who, in the midst of cares and studies that were so wearing, was ever ready to be with us, and ever ready to aid us in our work.

If there is any one subject on which American people need wise teachers it is that of our political economy. As I see it, Dr. Andrews has done a service for our institutions and for the development of our American life, in the preparation of that unequalled Manual of the Constitution of the United States. I think it one of the wisest and one of the best manuals I have seen. It must take its place in the future as an authority in our politics. That service will be an honor to Ohio educational history in the future. All of us who know the accuracy of his investigations can put implicit confidence in what he has there so concisely stated. What he has written need not be revised. He looked widely before he spoke. He was not caught by any popular movement. As the years go by, this man will stand higher and higher in our profession.

COL. D. F. DEWOLF:—If I can add one word which will draw the attention of the young men in this audience to the character of Dr. Andrews, I shall be satisfied. The idea that I wish to impress on the minds of these teachers is that of his earnest interest in younger men. It has seemed to me whenever I have met him that there has been the interest of an elder brother in whatever subject I have introduced. While I occupied the position of State School Commissioner of Ohio, there were two men to whom I could always present my views for advice, for confirmation, and for strength. One of these men was Dr. Andrews. I never touched upon any point on which he was not well informed. The other was Ruthford B. Hayes. These are two great minds. If any of you younger people ever think that your place is unworthy of you, let me say to you that I do not think either of these great minds regarded any profession as more important than yours.

Dr. Andrews was always endeavoring to instruct those who were about him. I commend to your earnest and thoughtful study anything that he has written. I feel grateful to him for what he has done for me.

DR. R. W. STEVENSON:—I loved Dr. Andrews. I loved him for his character, and especially for his devotion to the school work in which I was engaged with him. There is no young man who enters the profession with the purpose of doing his best, who could not get great help from Dr. Andrews. His sym-

pathies ever went out towards the person who wished a friend or desired to succeed in the great work of teaching. No matter what your troubles were, you could pour them out and they would have a sympathetic response in the great heart of Dr. Andrews. He was great intellectually, but he was equally as great in heart. Who was ever with him who could not say as I do now, I sincerely love Dr. Andrews?

DR E. T. TAPPAN:—It is proper, to a certain extent I think it is a duty that I owe, to say something in this Association about this good man. I feel it to be my duty because, at the time when he delivered the annual address before us, some years ago, some who were present may remember that at the close I intimated that President Andrews had not been fair in a remark he made having reference to another institution in the State of Ohio. No reply was made at the time, but afterwards, as we had a day or so to spend there on the island, we were in conversation upon the subject. I cannot repeat the words that were spoken. They were kindly, as our feelings towards each other were, I am happy to say. What I wish to speak of now was the impression left upon me of his profound truthfulness. It was his anxiety to be accurate that he showed to me. If he had not been quite fair he meant to be, and the result of the conversation left upon me a greater reverence and a greater regard for the man than I think I could have had, but for that conversation.

If there are any young people here who have ever been touched with that philosophy that speaks of morality or truthfulness as if it were based upon some consideration of expediency, I hope they may learn from the character of this man to follow his thought. He regarded truth as holy, as divine, and his regard for it seemed to be a religious duty. If I can further impress upon the minds of those here that grand, noble, Christian character, I have accomplished my hope.

J. J. BURNS:—I cordially sympathize with what has been said by Mr. Stevenson in regard to his great love for Dr. Andrews. In the year 1867, I had the presumption to present myself before the State Board of Examiners for a certificate. In the course of the afternoon, I was admitted to the room where the Doctor was sitting to examine me in Latin. He picked up Cicero's Oration and opened the book at a place where I had not read. I suppose my face must have revealed the fact to him, for he excused himself on some pretense or other and was occupied in another part of the room for some moments. Meanwhile, I was very busily engaged in studying Cicero, and, upon his return, was able to give a fair translation of the passage.

E. A. JONES:—I cannot allow this opportunity to pass without giving expression to my personal indebtedness to Dr. Andrews. When I first became acquainted with the OHIO EDUCATIONAL MONTHLY, nearly half the contributions to that journal, in regard to the common schools, were contributed by his pen. He was deeply interested in the common schools. I have found him to be a man of clear good judgment and strong common sense with reference to matters pertaining to the public schools, and a man who was always willing to help those who came to him for advice in matters pertaining to their school work. His life and character have been to me an inspiration. I trust that his character will be to us all an inspiration to attain the highest possible character ourselves, and to give a helping hand to others.

E. H. WEBB:—I have never known Dr. Andrews, but I feel very grateful for the introduction that we have had to him this morning. I have felt, for one, from the beginning of this discussion, that I was becoming drawn to this man, and I am very glad to be permitted to hear these words of praise and appreciation spoken by his personal friends. I have received my best inspiration from these great men.

DR. S. F. SCOVEL.—I very deeply esteemed the subject of these memorial exercises. I began to know Dr. Andrews in connection with his political philosophy. I met him first in connection with the National Reform Association, which has sought earnestly to teach and to uphold a sound political philosophy. Dr. Andrews was the pronounced disciple of that philosophy which bases everything upon the law of God.

REV. E. D. BIERCE:—It is very helpful to us to come into communion with one of these grand spirits. I wish to contribute my word to the memory of this good man. He was not a one-sided man. He was a sweet spirited man at home. He was a very lovable man, a man that deeply loved his family. He was a grand, good, Christian man, who loved the Bible and accepted its teachings fully.

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## HARMONIZING COLLEGE AND HIGH SCHOOL COURSES.

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REPORT BY DR. ALSTON ELLIS.

The committee, appointed two years ago to report what steps, if any, are necessary to harmonize high school and college courses of study, has no formal report to present; yet what I shall say without the aid of notes, will, I think, fairly represent the views of those for whom I am spokesman.

We have no system of public education in Ohio which, under legal provision, embraces a gradually developed and closely united course of study reaching from the primary school to the highest class of the college or university. True, we have the public school system with its *possibility* of secondary instruction, and we have three State Universities, so-called; but there has never been any continuity in the instruction for which the State has provided in the creation of these educational agencies.

The wants of the people, in the matter of higher education, have been met chiefly in the denominational schools or colleges, now more than a score in number. These institutions were established with little or no concern about the course of instruction pursued in the public schools. Even the so-called State universities have no close connection, legal or otherwise, with the public school system. In fact, two of them were founded long before there was, in truth, a State system of common schools. The third, now called the Ohio State University, was opened at Columbus about sixteen years ago under the name of "The Ohio Agricultural and Mechanical College." The principal endowment of this institution comes from the Congressional land grant of 1862.

These three institutions have no connection whatever with the public school system and were not designed to have. They, as well as all the denominational colleges of Ohio of which I have knowledge, support preparatory schools to

which admission is *very* easy. The fact is not well concealed by the college authorities that students from these preparatory schools are admitted to the regular college classes with fewer conditions and more pronounced faculty approval than are the graduates from some of our best public high schools.

The preparatory school may be accepted as a fixed fact in connection with our Ohio colleges. A not inconsiderable part of the financial support of the denominational college is derived from the tuition paid by preparatory school students. Then it sounds well to report a large college attendance even if much of it is fairly to be credited to the preparatory classes.

It can not be truthfully gainsaid that the college faculties are much more interested in the preparatory schools connected with their institutions than they are, or ever will be, in the work of the public high school; yet the appointment of our committee was upon motion of a college professor, seconded by a college president, representing institutions with low-grade preparatory-school annexes.

It was reported to us that the College Association had a committee that would actively co-operate with our committee in any "harmonizing" process that would bring the high school and college courses into closer affinity with each other. If any action was taken by the college committee, our committee is not aware of it. Report has it that the college committee has been discharged.

The appointment of these committees evidences the fact that there is a want of harmony in the high school and college courses of study which it is desirable to remedy. Let us briefly examine facts that we may see what the difficulty is and how intelligently to obviate it. Most of the public school men who have to do with the preparation of the high school course, in connection with their schools, are college graduates and are also warm advocates of higher education. Gladly would they promote the interest of the higher education by all means not inconsistent with their duty to the local educational interests which they direct. These interests, and the expressed will of those in authority over them, place a limit to concessions which they can make in the interests of the colleges. They direct educational movements the chief object of which is *not* to prepare young men and women for college. The popular demand for an education, the best for the greatest number they can not ignore—they ought not to ignore.

The high school course of study has not been prepared with much reference to any college course of study; yet the former is *now* fairly introductory to all the latter should be. It is the outgrowth of experience as to what is best and of a popular demand which is very potential in such matters. Its blemish, if there be one more marked than another, is that it has attempted to provide far too much instruction rather than too little, has pushed its way into realms of study which it should not seek to enter. Experience is now at work correcting the unwise expansion of the high school course.

Were it wise to do so, it is impossible so to adjust the high school course as to make it meet the requirements for admission to the *regular* college classes as the college courses are now planned. The colleges of Ohio have not uniform courses of study, neither have the high schools; but the differences in either case, so far as representative schools and colleges are concerned, are not vital and need not be further adverted to in this connection.

The average high school graduate has a culture and training beyond those which the average college student carries with him into the freshman class. He

has studied Latin three or four years and has a knowledge of the language that would shame many a sophomore in an Ohio college. In mathematics, he has had a pretty thorough drill in algebra, plane and solid geometry, and plane trigonometry. His training in English grammar and composition is creditable—as much so, in some instances, as that of many college graduates. In English literature, United States history, and general history he is much more than a smatterer. In science, he has an elementary knowledge of at least two of the following named subjects: Physiology, physics, botany, zoology, chemistry and astronomy. Not infrequently he has studied the German language with success under an experienced teacher. His school course has taught him to think and to give fitting expression to his thoughts. He has acquired studious habits, has learned to govern himself and make the most of his time, and has made profitable use of many good books found in the school and city libraries. If, when his high school course is ended, he seeks admission to college he is received with hesitation, is consoled with, possibly, on his misfortune in having gone to high school instead of the college preparatory school, and, after many vexatious and humiliating delays, is sent *conditionally* to some hybrid class. Here is where harmony is most needed.

Why is the high school graduate "*conditioned*" when he enters college? Because he has not had the preparation in Greek that the college authorities, clinging tenaciously to the traditions of the past, demand as a *sine qua non* for regular admission to the freshman class. This is the only point at issue between the high school and the college. Break down this one barrier, held in place by the college faculties for no purpose that can be justly or intelligently defended, and the road from the high school to the college is short and unobstructed.

The high schools thoroughly prepare students for college—and more than do so—in all else save Greek. It is in the power of the college faculty so to adjust the college course as to take Greek from the preparatory school and make it a college study. This plan is highly practicable, and eminently politic in view of all that concerns the college welfare. Classical learning would in no wise suffer by the change; quite the contrary indeed. Surely enough Greek, to satisfy the most hungry student, can be provided in the regular, four-year college course.

It does not meet the case to "*condition*" high school graduates and send them into the preparatory classes, as is now done in some colleges. The student begins his college career under a cloud in all such cases. The wise and equitable settlement of all difference between the present high school and college in Ohio will be reached when our college friends, whom we are always glad to welcome to our meetings as educational co-workers worthy of honor, re-adjust their curricula so that the study of Greek shall begin with the first collegiate year or freshman class.

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#### DISCUSSION.

H. M. PARKER:—In behalf of some of the colleges, I wish to say that I know one college in northern Ohio that has in the past year made special arrangements for meeting this question: and if any one who is interested in pursuing this question will write to Prof. King, of Oberlin College, he will obtain information on

this subject. There is one college, at least, which has already taken steps to meet us on this point. I agree that in most of our high schools we cannot provide for instruction in Greek. It would bring criticism on the high schools. We cannot get our boards of education to put in Greek. The colleges must make some concession on this point. This college has, and I presume other colleges are just as willing to do it as Oberlin. I believe this question must be settled in such a way that we can enter our boys and girls in the Freshman class.

DR. W. H. SCOTT :—I should like to call the attention of the Association to the fact that this matter has already been before the College Association of the State. At a meeting held in Granville it was decided that measures should be taken whereby the student would be afforded an opportunity to bring up his Greek after he has entered the Freshman class. I would also call your attention to the fact that many of the colleges have adopted courses of study without the Greek. There are other colleges in the State which do not begin the subject of Greek until the Freshman year. The college men have recognized the fact that it is impossible to provide for the study of Greek in the high schools, and they have sought in this way to meet the demands of the high schools.

DR. TAPPAN :—Mr. President, I am profoundly convinced that you are very much mistaken. There is scarcely a college in the United States but will receive pupils who have received enough preparation for the class, though it may not have been in the line required. I would not attempt to make a course of study in our high schools to fit any college or any set of colleges. What do we want in our course of study? I think there is a very common error on both sides. What do we want with reference to the study of language? Shall we put off all study of language besides English until children are fifteen or sixteen years of age? If we do, the great mass of children will never learn any other language but English. It is a great error to force the higher mathematics into the heads of children before they are able to appreciate this kind of general reasoning. I am satisfied that children can learn language at a much earlier age than they are generally put to learn it. Children would have a better command of English and be better able to think if they began the study of language at an earlier age. We cannot be teaching language well unless we are helping them to improve their thinking. Let us teach language sooner than we do. German has many advantages over the other languages, because it is most common in the United States. I think a spoken language is the best. I would say to my college friends, you make a great mistake by putting Greek so early in your course. If the children could be taught Latin earlier and have most of the Latin work done before they enter college, they would in the end be better Greek scholars. In this I am sustained by the opinion of some of the best teachers in the State of Ohio. We would have better Greek scholars if they would begin the Greek after they enter college. When you say that we must demand concessions, we are demanding something which we cannot get. I believe it would be better if the Latin were begun at nine years of age. Pupils would have better command of language in general if they would begin the study of at least one foreign language when they are nine years of age.

COL. D. F. DEWOLF :—It seemed to me that this question was most admirably settled in '81 and '83. The same conclusion was reached that has been stated

in this report. I think there was a disposition at that time to do all that could be done by the colleges to admit pupils that come from the different schools. I am interested in this matter, because I want all the boys in the State of Ohio to go to college if we can get them to go. I believe in our teachers doing all they can to urge their young people to enter college and take a thorough course of instruction. I agree with Dr. Tappan in what he said about beginning the study of the languages early. If we could give two-thirds of the time we spend on English grammar to the Latin, we should know ten times as much as we do about English grammar.

Dr. E. E. WHITE:—I think the colleges make this concession earlier than has been stated. It is not quite fair to the colleges to put this date later. This whole question of Greek was discussed in '64. That concession was made as early as '68, and students were admitted to Western Reserve College, and also to Marietta, without Greek.

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## DEFECTS IN THE PUBLIC SCHOOLS OF OHIO.

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BY N. H. CHANEY.

Every human institution consists of three essential factors; purpose, power, and method; all else is but embellishment. These factors constitute the tripod of its life, the sources of its strength, the elements of its perfection. They are the pillars which uphold every system of laws, usages, or "regulations of extensive and recurring operations" whose object is to "generate, effect, regulate, or sanction a succession of acts, transactions, or productions of a peculiar kind or class." Without these, there can be no worthy institution—in fact, no real institution at all, for they are the essentials of all worthy, useful conduct. Life itself is a combination of these elements, a unit of vitalized purpose, power and method. All rational action is resolvable into these component parts, all results are multiples of these prime factors, all perfection, a due admixture of three ingredients.

Institutions, of whatever name and nature, commercial, charitable, cultural, secular or sectarian, are *organized purposes, powers and methods*, whether they exist in faithful breasts, concerted action, or constructed adamant. The buildings we erect are only material creations into which is breathed a living soul of human purpose, power and method. As God breathed his triune nature into forms of clay for men, so man breathes his essential nature into forms of matter for institutions. By this term, then, do not understand us to mean some building or mechanical device, but a *living, intangible, all-pervading spirit* of purpose, power and method, which is generally but not essentially identified with works of art. The one is spiritual, the other physical; while in extent one institution may outreach a million works of art and spread its influence throughout the world.

Such is the importance and scope of man's self-realization, and such his relations to nature, that he is often compelled to construct tangible forms and give his *real* institutions a "local habitation and a name." He wants, at times, to stake down a purpose, fix a power, and determine a method. As his wants

vary, his purposes are differentiated in new combinations of power and method. These he fixes, one by one, in various works of art, and calls them home, shop, bank, court, church or school—all of which are the outer-fixtures of some combination of purpose, power and method.

The perfection of any or all of these institutions depends upon the harmonious development of their three inherent elements; and in order that a full completion be realized, the *purpose* must be *perfect*, the *method* *efficient* and the *power* *sufficient*. Each element must not only be distinct and competent in itself, but co-operative with the others, and then the proper and natural success is the realization in full of the perfect purpose. But if any one of these be defective, if, for instance, the purpose below or ill-defined, if the method be poor or shifting, if the power be feeble or spasmodic, no worthy result can be obtained. These essential factors indicate the line of critical analysis by which vital defects are to be determined and classified. And as we are to study that particular institution known as the Public School of Ohio, we will proceed by testing its purpose, power and method.

It is, therefore, our duty to inquire what is, not the general or liberal, but the *perfect* purpose of the state in the organization, operation and perpetuation of a system of public schools. What is its definite, avowed purpose? its direct, vital aim? What does it want, expect and realize? what does it accept as its full success? What does the state mean by assuming the work of educating its citizens? What is it in them of which it wants more, or what has it of which it wants them to have more? To all these queries, the state proudly cites the first clause of Art. III, Ordinance of '87, as the *full exponent* of its *perfect purpose*. Hear it: "*Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*" Let us look deeply into this. The purpose here avowed is, plainly, good government and happiness, *one and inseparable*. The method of producing it is *schools and the means of education* necessarily operating the implied *power of instruction*. Good government and happiness—two powerful co-ordinates interlocking the vitals of both man and state. But does the great State of Ohio equivocate or practice subterfuge with that word "good?" Does it mean, do-as-you-please, in a word that naturally means do-as-you-ought? Let us be bold with this giant and demand its cordial intent at the peril of its life. If it may speak through us it surely means, *a wise, right self-government of individuality, transacting private and public business by the rule of equal justice, and when robed with the toga of authority and the title of citizen, abide still in the majestic majesty of its own essential manhood*. Hence, this word "good" is but the silken cord by which the state binds religion, morality and knowledge, all pure and undefiled, into a happy union of character, and calls it good government.

But Ohio has no established state religion to be operated within the schools. She patronizes all religions with her intangible but invaluable wealth of liberty and good will. She acknowledges it an essential factor in her completeness but leaves private or sectarian institutions to take care of its formal cultivation. She does, however, expect its broad spirit to be utilized in a high moral sense which will contribute to the establishment of sound morality. The state proposes to take care of morality and knowledge by public policies, leaving the doctrines of the higher life as the special province of religious creeds. It has certain knowledge which it wants the individual to possess and regards him as

the only source of those moral qualities it seeks and needs for itself. In the great emporium of the school, the state holds commerce with the individual. There it proposes to stamp moral bullion with a civil mint-mark, and make it the coin of the empire. There the civic man is to be made the plumed knight of national honor. The state has assumed this work upon the basis that the interests of individuals and communities are identified with good government, which depends upon morality and knowledge, and that these depend upon education for union into citizenship. Now it will readily be conceded that morality without knowledge does not make citizenship efficient, nor does knowledge without morality make it sufficient. Only when the two are united in one integral does the sacred result go forth. For morality gives quality and knowledge quantity to a man. The one gives right conduct, the other right assertion, the two the *sufficient man and citizen*.

Good citizenship is not strong, sharp thought so much as safe and solid conduct. It can spare more of knowledge than morality. It is not a big brain half so much as a bold heart; not intellectual manhood so surely as moral manhood; not a skilled ability to act at any hazard, but a wise courage to do right at any cost; not a dare-devil shrewdness to scale the eminences of social, political and financial immoralities, but a plain, resolute will to hold the highway of the common welfare and the public good. It is the due admixture of a pure, bold heart with a wise sound head that constitutes that lofty, civil manhood which is the full exponent of the perfect purpose of the state. A clean man, with clean ways and keen thoughts, is the embodiment of the state ideal of a perfect citizen. We use the term civil to denote a man's relation to the state, and civic, his relations to his neighbor, and State ideal to denote, not any one man's idea, but the common accord of the wisest and best citizens, in their wisest and best moods, which accord we are safe in calling a wise, clean manhood. Hence, a statehood is a civil manhood, composed of a census of wise clean, civic manhood, which, we claim, is the avowed purpose of the state to produce through schools and the means of education. This avowal is neither low nor ill-defined. What, then, is the condition of our citizenship with reference to it? Simply this: Our commonwealth is wiser than good, prouder of appearance than principles, more egotistic than ethical. The people know far better than they do, they comprehend vastly more of right and justice than they exemplify, they apprehend more than they want to perform, and are far more capable than clean. Knowledge is not at so great a premium as morality, and within Buckeye borders knowledge of what is right to do outweighs good citizen conduct, as a millstone a pebble. There is more mental vehemence directed towards self-exaltation, than moral reflection towards purity and state preservation. There is more "hunger and thirst" after unrighteousness than righteousness. Originalities in lawlessness and diabolism stand like armed troops around the tournaments of our unskilled civilities. Perversions and sophistries, false wisdom aptly aping the true, wrong principles and worse practices joined in pernicious examples, put to shame our efforts to harness the wrong and let the right go free. We are less endangered by illiteracy than by immorality, less oppressed by ignorant wrong than by wise depravity. It is a broad knowledge of many things enthroned in the heads of characterless men that constitutes our growing peril. It is not ignorant good or evil that we fear so much as anchorless wisdom, skilled to realize its unhallowed purposes. This condition is wrong, and

never to be regarded as right because popular. The public good is not yet a ruling passion in the Buckeye State, and conscious right often finds itself a mocked minority. Is there then any defect in the *purpose* of the state? In its *avowal*? No! In its *practice*? Yes, something decidedly defective, for it *fulfils but little more than one-half of its original purpose*.

The state has divorced, by neglect to enforce, what it once avowedly joined together; so that, at present, popular education has no essential connection with right conduct. Knowledge is desirable only as it finds expression in moral actions, yet the proclamation of the ordinance of '87 demands of the schools the development of a morality sufficient to direct knowledge in keeping with its purpose. It has never avowedly divorced morality and knowledge. It did not formerly, nor does it now expect religion to consecrate its strength. Statistics show that churches control only 10 or 12 percent of the available culture of the schools, so that the major part of civic and civil conduct is either the direct product or license of this public institution. Thousands of children are never so near to decent tutorage as when in school, and never nearer a cleansing fountain than a pure, wise teacher. Certainly the reasons for the state assuming control of education at all, demand that it prosecute its work in every line known to conduce toward good citizenship. Three roots, says the state, support good citizenship and happiness, two of which, morality and knowledge, it holds it a personal duty to cultivate. What is its practical method for this? Exclusive brain culture! But sheer intellectualism has the testimony of the ages against it as a sufficient power to produce that character which bulwarks a nation. The centuries have known all the while that no dependence could be put upon knowledge simply, to make sacrifice of self to subserve external interests. Education, mainly because patronized by state policies, has been confined to those faculties through which knowledge is gained, and studiously withheld from dominion over disposition and will. And yet the state is interested far more in what a man *does* than in what he *thinks*. It cares nothing about abstract thought till realized in concrete conduct. For it is not intellect that makes a man or a citizen, so much as it is *the man* that makes the intellect and the citizen. For in all thought and actions it is the weight and power of *the man* that gives depth, reach and decision, and the needed discipline always is that that penetrates intellect through and through with the qualities of genuine manhood and arms it with vigilance and prudence. No "vainish and veneer" of scholarship, no command of "tricks" in the trade of arguing, no double dealing with right and wrong, no soft dalliance with ties of endearments, no "fast and loose" with virtue, can make a man a positive civil force though wise as wisdom herself. Education that ignores the quality and augments the quantity of self-assertion confers a doubtful benefit on its votaries.

The head culture of our schools is quite a different thing from the heart culture, or, to be rightly understood, from the culture of the disposition and will. And three bold facts are to be here remembered. First, all purely brain culture develops only power of assertion and may avail rascality as well as morality. Second, good citizenship is *not of the brain* but of *the disposition* of men. Third, all disposition manifested in character is the conscious poise of a man's deep self from his own dynamic volition or from influences from without, and in every case is educable. If disposition is educable it is then open to the schools, and if it determines conduct it is therefore the *vis vitæ* of cit-

izenship, and since it charioteers the brain, any neglect of it is subversive of both government and happiness. Brain but asserts disposition, nothing else. Brain can be only weak or strong, nothing else; disposition, only moral or immoral, nothing else; conduct, which combines the two, can be weak or strong, moral or immoral. Divorced, right disposition with weak mentality is preferable to wrong disposition with a strong intellect, which last element the schools rely on for self vindication. As sound conduct is of vastly more value to the state than ripe scholarship, it should be of universal concern that public culture qualify the disposition for right doing, rather than the intellect for sharp thinking. But why not *both*, as in the original compact?

*The method of the state*—a vast system of public schools standing like close-set pillars within the base and corridors of its own existence—is all but efficient in content but radically deficient in extent. It contains the consent, support and patronage of the people; it enjoys contact with body, brain and soul and has, therefore, the custody of the triune man. It contains efficient but not sufficient legislation. In extent it is seemingly omnipresent. If it does not enter the home to woo the dwellers, it comes to every door to be taken in. It ought to have legal power to "lift the latch and force the way." To all it meets, it offers bold virtues to body and brain, but alas! only a fawning solicitude for the soul. Its salute to all is "a sound mind in a sound body," but it never exclaims "a bold heart in a sound head." Like a courier who shouts out the servants without saluting the king in the inner court, public education shouts out brain and brawn, the servants of the man and citizen who sits unaddressed in the palace of the soul. Why does it not send its grand, omnific salute to the very center of the "palace beautiful," and greet the great civic soul of honor in his deep repose? But it does not, a defect for which no substitute is known. It educates these servants away from their master and empowers them to enslave him. Instead of making them more capably subservient to the man it has made more of a man, it elevates them into lords who depose the civic ruler from his rightful heritage. The method is too exclusively intellectual. It divorces mental and moral strength and prefers intellectual evolutions to ethical beatitudes. It keeps active vigilance turning out assertive power with a stoical indifference as to what the power asserts. It makes meanness sharp and hard to catch, and pits it against being good and strictly honest. It practices the motto of "might makes right," by the implication of neglectful silence. It adores the scientific aphorism that he who knows that "two and two are four" is so much less a devil, as if devils were dead heads and not dead hearts abroad on swift winged knowledge. It permits and aids fraud to practice professional technics as if its only business was to see that the practice be sharp. It gives immorality skill to counterfeit and debase the moral currency, and equips hypocrisy to wear well the "livery of heaven."

All this comes from the power of mental education to produce achievements, and is so far favorable, but it is against the schools as productive of that worthy character which is the sure "defense of nations." Public schools seem to be built across the line of good and evil, with door-ways either side, and a cry of "to be weak is miserable, catch who can." Let them be removed from dubious ground; let the moral root of the aforesaid perfect purpose be cultivated with

equal zeal; let them teach that to be good is manly, to be bad, miserably mean. The defect then is just here: the method, in extending into the individual, does not extend far enough. What present education needs is to be linked to a clean manhood that shall guide it from goal to goal, from better to the best of "man's unconquerable mind" and soul. But where is this to be manufactured? We want it done within the public school as the other one-half of its rightful duty. Morality and knowledge, says the proclamation to the schools, uphold good government and happiness, and it is as much of the business of the schools to produce clean, moral manhood, as to secure strong intellect. The schools ought to stand as living protests against not only sloth and weakness, but against fraud, meanness, and duplicity; against the delusions of self-interest, the traffic in virtues and the skilled diplomacy of greed. Their bells ought to "Ring out the false, ring in the true." They ought to be "obnoxious, first and last, to basest things." "For," says Lieber, "education is almost like the alphabet it teaches, it depends on what we use it for." Who demurs? All concede that education stands in need of a clean character, that virtue may have courage; conduct, force and caution; and right conviction, heroic utterance.

But this can not be made with any amount of reading, writing and arithmetic; it can not be done with classics and sciences. Rhetoric and logic are not sufficient for this. No amount of knowledge of civil government as a science is sufficient to make good citizenship, and no exclusive brain culture can add one modicum thereto. We must get farther into individuality than the brain before we can touch the potentialities of citizenship. For brain is but the chariot of disposition and will which are entwined with the divine principles of man's right being and right conduct. Brain only determines speed and force, and has nothing to do with what it speeds or enforces. School curricula nowhere include the long neglected tap-root of human disposition which surcharges will with self. In none of the schools of Ohio is there even an indifferent study made of dispositions, motives, incentives or incitements, as to any worthy standard of activity; there is no deep reflection upon right and wrong, no worthy criteria reared for civil demeanor, no faithful exposition of the true doctrines of civic conduct. Passion and prejudice are never eliminated from proper basis of action; the public good is not taught as being above conflicting private interests; right is not spread as a retina within the eye of the mind; quality is not elevated above quantity in action, nor is the soul taught to hold the supernal pleasure of its own expanding divinity above the ecstasies of pleasurable physical sense. A vulgar "get to the front at whatever hazard" subtends the evolutions of ambitious will in the great world of business, padlocks the mouth of the public school in regard to morality, and, if realized, atones for deeds of deepest shame. Hence the morality inculcated in the public school is done rather by implication than by instruction. The great defect in this public institution is that it does not make a cleaner manhood. Why are boys and girls not sent to school to be made clean as well as wise, to have their evil propensities clipped, their nobilities fostered, their humanities purged, their divinities uplifted? Why do the schools not purify and refine the ambitions, the impulses, the desires of people, as well as assert them? The only discipline within them is a coercion into having the head dressed without disposing the will toward worthy obedience. They seem bent

on organizing mental faculties into an army of invincibles, and by neglect, turning soul regencies into a "hospital of incapables," and producing a woful lack of great, wise men and women in whom goodness and wisdom, "regal and militant, are fortified and encamped." While we do not incorporate in the school system the "expulsive power of a new affection" which is the essence of religion, we ought to incorporate the expulsive power of a new direction which regards cleanliness next to godliness. The school has a right to preside over disposition and will, over motives and incentives, over the formation of conduct and the regulation of impulses. A school boy has a right to be as clean as a church boy, in all that pertains to decency and propriety in social and civil conduct. Let the school become the exponent of cleanliness as the church is of godliness,—get clean teachers to inculcate clean secular doctrines and rigid moral civics, and such a reformation will sweep over this land as no nation has ever yet seen. Let the schools open up the rich treasures of their moral tap-root, and very soon our youth will shake hands with their teachers clean as Christians, and with their ministers wise as scholars.

This brings up the consideration of the power operated within this vast institution, viz: instruction, which is the only available means for reaching into the divine depths of humanity. This power has its visible, tangible exponent in a vast array of men and women who constitute the state's potential agencies for accomplishing its purpose, and whatever defects, inherent or adherent, are operated by them, are defects in the third element of public education. Inherent defects among teachers in general are want of sufficient culture, want of teaching aptitude, want of definite, permanent purpose, want of method, want of heart and talent for the work, narrowness of vision, failure to grasp and convey the point, ignorance of mental and moral nature, want of self-control in forcible assertion, lack of might and dignity, and personal address to business; jealous rivalries, unholy ambitions, and in some instances, want of a good character and a spotless reputation. Among superintendents, too much officiousness, too much stamping of self upon the individuality of subordinates, too much dragging of glory to themselves, too much censure and too little judicious praise. All these are impediments to that regular play of a competent power necessary to make instruction worthy and effective.

Marked defects exist in the completeness of public culture from fraudulent elements which adhere to teacher and work. There are many defects due to the invasions of a social Circe and a political demon which seek an ignoble compromise of social, political and educational interests. This aristocratic-socialism proposes to subordinate mental to social distinctions, real or fancied. It proposes to weaken the rigid rules of true culture by a code of accursed communism, a policy as destructive in education as in society or politics. By its subtle machinations it seeks recognition and conciliation, and strives to out-general discipline and bestow upon ignorance in good standing unmerited coronation. Hence, public education becomes, so far as thus affected, a cringing, fawning creature, a kind of social poodle, whining for the lap of love and a hand to caress. This same Circe loves the speed spirit of the times, and bears a scroll with the enchanting words, "Early graduation, a proof of family smartness." It seeks diplomas rather than scholarship, and the baby of the class with his big sheepskin is too utterly divine for vulgar eyes. Hence, the demand for baby graduates, and a class of babies is consum-

mate splendor. The families represented all feel that a public ovation has been tendered to their superiority. The ovation becomes the desideratum and delay unpardonable. "Brain or no brain, character or no character," shouts the Circe, "give us an ovation, worthy Master, or know the pains and penalties of extinction."

In conclusion, what of the adherent political demon? Politics, that slimy monster, has at last thrust its foul tentacles into our sacred cloisters of culture, and proposes to test men and methods by the hemlock of party adherence, and to subordinate tenure of office to party supremacy. Political greed and prejudice run rampant, wooing or forcing into service every available political element, however small, and, unwilling to brook a hair of opposition, dares dictate even school policies by the lash of expensive retaliation. Skill and culture, years of arduous preparation and successful experience, are being proscribed for political opinion, and a worthy Aristides is banished from his Athens by the vote of a populace that does not even know him, simply to gratify party belligerency. The "salt river" of political results dashes its October and November tides hard against the public schools, as an irate father brutalizes his only son, his hope and staff in life. Wily politicians play at dice with those masses ineligible to office, who are nevertheless willing to be the game tools of any political platform, and who, having been to school for strength, have found there no character, the very people for whom public schools were instituted as guides and guards to civil conduct. Thus the ministers of popular instruction are subjected to party domination, not to say damnation, and are frequently tabooed for honest convictions honestly expressed. This is wrong. Shout it to the vital centers of state and school, and let this yoke be taken off from the neck of honest expression. We do not want partisan politics in the schools, but we do want the schools in politics, with their morality and knowledge condensed into safe and solid character; with their principles organized into faculty and hurled as a weapon against deception and fraud of every kind. We want them, not so much as they are but as *they ought to be*, to embody the original thought and purpose of their creation.

We have not mentioned defects in grading and supervision and many others hitherto discussed, but have found a defect of nearly one-half of the perfect purpose lost in practice, a defect of one-half in the due reach of the method, it reaching no farther into the individual than to the brain, and no farther towards the homes than the outmost door; and a defect of variable quantity in the power, produced by defects inherent in the teaching fraternity and adherent to it from external sources. Many other minor defects have been too frequently exposed and discussed for this paper to notice, but these we regard as vital. And when they are fully expunged by the magic of supply, we will no longer hear that morbid sentiment, "My Country, right or wrong," but that other sentiment, wise and clean, My Country, right and strong.

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ON THE NECESSITY OF COLLEGES TO SUPPLEMENT  
THE HIGH SCHOOLS.

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BY W. T. HARRIS, CONCORD, MASS.

In the United States, there does not exist what may be called a national system of education. Even in the several states, individually, there is not to be found such a thing as a state system of education—a system which includes all descriptions of schools as members of its organism and which stamps them all with its policy and methods. A thorough state system would have supervision and control of all species of schools and would co-ordinate or subordinate them in such a manner that each grade found its place and special function anticipated and provided for by all the others. According to a prevailing prejudice, our national principle of local self-government does not permit anything of this kind.

While the individual states establish and maintain two grades of schools, elementary schools and high schools—and in some cases three or more grades, they permit and encourage all kinds of private enterprise in education, and in the majority of cases leave to religious denominations and private corporations the business of providing all of the college and university instruction.

It may easily happen that under these circumstances antagonizing tendencies will arise. The elementary schools may form their courses of study in such a manner as to fit their pupils for a higher education different from that which colleges actually furnish, and if the colleges refuse to modify their course of instruction in such a manner as to adapt it to the preparatory course given by the common schools, then the common schools by adherence to their chosen curriculum will lead their pupils into paths that will not conduct them towards higher education. The result will be to diminish the number that receive a higher education in colleges.

College education should mean the production of directive intelligence. This means a sort of intelligence that understands the relation of details to one another and to the whole. To decrease this sort of production is directly suicidal to the highest interests of civilization.

This is a matter of concern to us all; but it does not follow that we can lay the blame on the management of the colleges, because they have declined to re-adjust their own curriculum so as to correspond to the modification that has gone on in the curriculum of the common schools, although it would seem that those who preside over higher education should be the first to perceive the necessity for modifications of any sort demanded by the age, and to make proper provision for them. But while it would appear that the directors of the common schools are most likely to be in error in this matter—as they are most likely to comprehend less profoundly the necessity of the age and the best means of meeting its demands—it is true that a necessity of the age manifests itself first in the lower strata of society, for the very reason that they are under the sway of immediate impulse, and are not in the habit of submitting their impulses to a severe cross-examination in the court of reason. Such cross-examination is wont to suppress entirely the manifestation of a new instinct, as something abnormal and capricious. For the new instinct can give no account of itself and is therefore summarily rooted out by the discipline of

culture. Hence comes the possibility of error on the part of highest culture and self-conscious directive power. It may stand in the way of a needed reform. As a matter of fact, it always has fallen into this error, and is always doing it again. It is a blind conservatism opposing the revolutionary tendencies of a blind radicalism. School education is of necessity conservative. A rational conservatism, we may say, should systematically investigate the grounds that have caused the present systems and methods to exist, and likewise it should examine the causes of the manifestation of any and all revolutionary tendencies. This two-fold investigation is indispensable for wise adjustment of the old to the new in human affairs.

If the result of such two-fold investigation should establish the wisdom of the colleges in maintaining the traditional disciplines in Latin, Greek, and mathematics, and no others, as the only appropriate basis of higher education, in that case the directors of public education are proved to be in the wrong as far as they have failed to limit the preparation for higher education accordingly.

The colleges, too, under such circumstances, are justified in their zeal in founding and encouraging special preparatory schools. It is the sad result of all this that those who are to receive a higher education must be separated from other youth even in their primary and secondary education.

Such isolation of the classes who receive higher education tends to destroy that complete sympathy and appreciation of motives and springs of action that exist where youth grow up together in the same school. The caste feeling effects a sort of blindness towards the moral status of one's fellow men, and destroys one's ability to explain their actions.

Here, it seems to me, we have the vital problem of relation between colleges and common schools. It concerns, moreover, the question of the usefulness and desirability of college education altogether. It concerns the welfare of the great masses of our citizens, who, being called to greater and greater undertakings in life, shall find, perhaps, that the common school education does not suffice as a basis for a higher education, nor for the mental training necessary for the direction of their enlarged business sphere. Unprepared for great combinations, or for taking a survey of large perspective, their very prosperity leads them to failure. Mounted on their waxen wings they find themselves tumbling into the sea of bankruptcy and ruin because they are not equal to managing their business which has outgrown their capacity.

If the theory of higher education implied by colleges and universities is the correct one, why should it not be regarded as a matter of great importance for the entire community to understand its grounds, and appreciate its value? Why should there not be sufficient exposition of the peculiar nature of classical study, for example, to convince all intelligent persons of its necessity as a foundation of higher education? Why should not public opinion be enlightened in such a manner, that it will demand a modification of the course of study in the common schools, and an adaptation of it to the ideal standard of the best education? Is it because the directors of our higher education are satisfied with present tendencies and results? Or is it because there is a well settled doubt in their minds as to the tenability of their position?

The friends of common schools have the same vital question to consider:

have they built wisely or foolishly? They have connected the high school with the grammar school, and the grammar school with the primary school, and made them parts of one system; but they have departed from the course prescribed by the college for preparation, by establishing a so-called "general," or "English" course, which is elected by three-fourths or even nine-tenths of the pupils. If Latin and Greek furnish the best training to discipline and strengthen the mind, they ought to be studied by all pupils in the high school, it would seem. Why then should not the people modify their common school instruction so as to make it preparatory for the college course as it now exists?

To these questions we sometimes hear the response that higher education is only for the few; the professional men who are to be lawyers, clergymen, doctors of medicine, or teachers. These classes need a special training, as a sort of Brahmin caste, while the rest of society needs only a sort of general practical education. According to this view of the higher education as fitting its pupils for narrow special functions, and not for the direction of the common pursuits of life it should seem a good thing that obstacles are placed in the way of those who seek higher education in colleges. Colleges in that case are doing too much, rather than too little of the education; they are overstocking the professions on the one hand, and turning out half of their graduates to enter business for which they are confessedly not educated.

If, on the other hand, the higher education of the colleges claims to be the best training of individuals for all kinds of large directive power—if it develops or creates resources in the individual, it is evident that it should attract as many youth as possible. It is evident that a course of study in the elementary and high schools that does not prepare youth for college, will in that case be a public evil.

Again, granting the usefulness and necessity of higher education, it is supposed by some that sufficient provision is made for those who desire to enter college from the common schools, by splitting the curriculum of the high school into a general and classical course; but even this requires the pupil or his parents to have settled the question of higher education four years in advance of his entrance to college, and renders it very difficult for the pupil who has taken a general or English course, and at a late period become interested in further culture, to change his mind and prepare for college. For he must now go back, and enter classes with pupils two or three years younger than himself. In the case of special preparatory schools, the evil is still greater. In them the divergence of the English course from the classical preparatory course begins two or three years earlier than in the common schools. There is, therefore, still less encouragement for such changes of purpose, if the special preparatory school becomes the sole, exclusive means of fitting the pupil for entrance to college.

The arbitrary choice of the parent or pupil, therefore, determines for or against a college course, for the most part, years before the entrance to college, and even years before it is determined whether the pupil has developed or will develop tastes or intentions in the direction of college studies.

Meanwhile, there goes on a constant war against the traditional college course on the part of the advocates of science and history, answered only by haughty assumption on the part of the directors of classical education. The latter

have the field, and do not condescend to any proselytizing. But the opposition is large and continues to grow. It has the common school system on its side, and is active with the help of large endowments in building up polytechnic schools, art schools, manual training schools, and agricultural colleges. Herbert Spencer's ideas on the study of dead languages, are endorsed as fundamental principles, and distinguished writers continue to speak of classical study as the "college fetich." It is perhaps quite difficult to state the true reasons for higher studies in language addressed to the public at large; but are the colleges and universities able to give a scientific and satisfactory account *to themselves* of their preference for Latin and Greek over natural science and modern literature and history?

If this matter were taken up in earnest, by advocates of higher education, no doubt the net result of the arguments would soon find expression in popular phrases and polemical mottoes that would carry the justification of classical studies to minds of all grades of culture.

There is no consideration that will in any way lessen the responsibility of the directors of the higher education in this matter, or excuse them for their indifference towards the proper enlightenment of public opinion on this subject.

To the directors of public school education on the other hand, as well as to the advocates of the so-called "modern" course of study in education, it must be said: weigh well the question of higher education as a means of developing directive intelligence. Consider in the first place the educative effect on the pupil of association in a good school with companions of the same class, and of higher or lower classes. Consider next the nature of the studies pursued; noting their effect as giving insight into human life, or into the workings of material nature.

The youth grows in insight into the world, and in his ability to direct his activities in relation to the world, by associating with his fellows. This is a practical education, because it is acquired by doing and seeing others do.

The first phase of this practical education is that of sub-ordination of self to higher control—the habit of working in a subordinate position. The pupils of the lower classes of a school live and work in the constant exercise of a feeling of respect and reverence for the members of the higher classes. Finding their daily tasks in the elementary branches of instruction to be so difficult as to require their full strength to cope with them, the acquired power of older pupils in higher classes which masters with ease the lessons in more advanced departments of study, seems akin to magic. There is no situation in life where difference in intellect appears in such imposing perspective as in the school-room.

The spectacle of intellectual growth in one's fellow pupils is perhaps the most valuable of school influences. The most hopeless state of mind for education is that one in which the individual declines all effort at mastering a new study, saying: "I have no mental capacity for it. I was not made for such things." The sight of whole classes of pupils constantly passing on from one stadium of progress to another, without seeming to meet with serious obstacles, is stimulating to the individual. Others now far beyond him, and successfully encountering what seem to him insuperable obstacles, were, a year ago, where he is now. On the other hand, he is successfully meeting difficulties which

he knows are entirely too great for the strength of classes a year's interval behind him.

This scholastic experience in the possibility of overcoming gigantic obstacles through the simple process of plodding industry and the culture that grows from it, is, in itself, a great moral lesson which underlies intellectual culture. When one has learned it, nothing seems impossible of accomplishment in the realm of erudition or insight. The best part of this lesson, it is manifest, comes from the spectacle of achievement which the pupil beholds in classes advanced beyond his grade.

The pupils of the highest classes in any school receive a kind of homage and respect from the lower classes, paid to them as a tribute for work that has been actually accomplished, and for strength manifested. While this homage and respect is health-giving, to those who receive it, in so far as it produces a proper self respect, and ambition to gain honor for worthy achievements in mental culture; on the other hand it is not sufficiently balanced by a corresponding reverence and respect for fellow pupils who have advanced beyond them, and entered on new studies in higher institutions. The highest class in a school is unfortunate in this respect that it is deprived of the health-giving presence of superior classes. It happens, therefore, that the moral tone of pupils in that highest class is liable to become depressed by the growth of an empty conceit in the place of the healthy tension of intellectual industry.

The pupil, on leaving the grammar school at the age of fourteen and entering the high school, finds that he is transferred from a high place of honor and respect to the comparatively humble position of new-comer into the lowest class. This change has a tonic effect upon him; it braces up his moral purposes; fills him anew with feelings of respect and reverence for higher achievement.

It turns him from the contemplation of weaker companions to the salubrious occupation of gazing upon and emulating his *forerunners*. All the strength he has

"avails

To hunt upon their shining trails.

On and away, their hasting feet

Make the morning proud and sweet."

The spiritual history of the pupil in the elementary school is repeated in the higher school, but with variations. The course of study in the lower school deals with beginnings; with summaries; with net results; but not with the genesis or unfolding of the rationale of results and principles. Consequently the acquirements of pupils in the elementary stage are of the character of conventionalisms; isolated pieces of information, lacking coherence and vital relations. The studies of the high school, dealing, as they do, more with the vital relations of things, give insight and power of independent thinking to those who study them. Accordingly pupils of the high school are a step further removed than the graduates of the grammar schools from the unhealthy influence of conceit at their acquirements, when they reach the graduating class. But the average age of high-school pupils at graduating is only eighteen and one-half years. Still three more years are required to reach maturity.

of bodily growth, and the moral strength of character that should accompany it.

If we compare the high school graduates who close their school career at graduating, with those who enter college, we shall find a greater contrast than that between the grammar school graduate and the beginner in the high school. To the elements of conceit which arise on account of the admiration of fellow pupils less advanced, is added the confidence that arises from the mastery of a graded course of study ten or twelve years in length; and (more important than all this) there is present a pride of intellect which arises from the first use of the independent power of thought. What the culture given by the sophists was to the Greeks in the period just before Socrates, the last two years of high-school education is to its pupils. The power of individual reasoning; the strength of grappling independently with questions; the art of discovering grounds and reasons for opinions or convictions; all these begin to develop at this time. The debating society, the art of making the worse seem the better reason; this is the genuine school of the sophists. It is the empty vanity of intellect which cares not for truth, but delights only in its personal ability to subdue others.

For this moral reason it is more important that the high school should regard itself in the light of a preparatory school for college, than that the grammar school should train its pupils to look forward to the high school. The third mediation, one would say, accomplishes most this desirable cure of empty conceit, and in filling the mind with genuine self respect. For persons from the age of eighteen to twenty-two, a college course answers this desired end of emancipating them from the sway of sophistry. This effect is powerfully aided by the character of the course of study pursued. In the elementary course completed in the grammar school the pupil has acquired the conventional branches of common English. Reading, writing, arithmetic,—the so-called "three R's"—grammar, geography, and United States history, furnish him the necessary disciplines that enable him to take up the rudiments of human experience, and give him a mastery over the technical elements of the practical theories of human life.

There are five windows of the soul, which open out upon five great divisions of the life of man. Two of these relate to man's comprehension and conquest over nature, the realm of Time and Space. Arithmetic furnishes the survey of whatever has the form of time; all series and successions of individuals, all quantitative multiplicity being mastered by the aid of the art of reckoning. Through the geographical window of the soul, the survey extends to organic and inorganic nature. The surface of the earth, its concrete relations to man as his habitat and as the producer of his food, clothing, and shelter, and the means of inter-communication which unite the detached fragments of humanity into one grand man; all these important matters are introduced to the pupil through the study of geography, and spread out as a panorama before the second window of the soul.

Three other departments or divisions of human life lie before the view. Human life is revealed in the history, civil, social, and religious of peoples. The study of the history of one's native country in the elementary school opens the window of the soul which looks out upon the spectacle of the will-power of his nation.

In the language of a people are revealed the internal logical laws or structural framework of its reason, and the conscious realization of the mind of the race, as they appear in the vocabulary, grammatical laws, or syntax. Grammar opens to the child this view of the inner workings of the mind of the race, and helps him in so far to a comprehension of his own spiritual self.

Literature, finally, is the most accessible, as well as the fullest and completest expression of the sentiments, opinions, and convictions of a people; of their ideals, longings, aspirations. The fifth window of the soul looks out upon this revelation of human nature through literature.

The study of literature commences with the child's first reader, and continues through his school course, until he learns by means of the selections from the poets and prose-writers in the higher readers, the best and happiest expression for those supreme moments of life, felt and described first by men of genius, and left as a rich heritage to all their fellows. Their less gifted brethren may, by the aid of their common mother tongue, participate with them in the enjoyment of those high moments of inspiration that descend upon them through the favor of their genius.

In the high school the traditional course of study continues the lines marked out already in the elementary schools. This may appear strange to us. That a course of study should have been marked out unconsciously, not by the concerted endeavor of the directors of elementary education acting in council, but rather as a fortuitous result of unsystematic experiments conducted for the most part by persons inspired by narrow and partial views, may seem to us a sufficient ground to condemn the results. But we are familiar with the doctrines of natural selection, and the survival of the fittest. We can, at any rate, understand that the totality of experiment—the test of all possibilities, would reach the best practical method. The outcome of the entire activity of the educational intelligence of the people takes on something of the character of an exhaustive experiment. Reflection upon the results achieved by any large body of humanity will discover to us the fact that an exhaustive survey of the possibilities of the situation has been taken by the directive intelligence, even though this so-called directive intelligence has not been consciously present in any one individual. Mysterious as it appears to the mind unacquainted with social science, and unaware of the solidarity of the associate endeavors of men, it is nevertheless true that the net result of any complex of labors, bears a more rational character than can be discovered in the individual labors composing it.

The five provinces which a rational insight into the world of nature and the world of man discovers, are represented, as we have seen, in the course of study in the elementary school. They are also carefully provided for in the high school.

Arithmetic and geography, sciences that relate to nature (organic and inorganic), are found in the common school. The high school continues these by more advanced studies following in the same line; algebra and geometry, physical geography, and natural philosophy (physics). The mathematical studies treat of time and space, the abstract possibility of existences in nature.

Arithmetic and algebra concern the form of time; geometry, space in general; measuring all form by means of the triangle. Physical geography surveys organic nature in general; being a compend of ethnology, zoology, bot-

any, geology, meteorology, and astronomy; the total complex of nature viewed as organism or systematic process. Natural philosophy and chemistry (i. e., physics, molar and molecular), takes a survey of elements and forces and their quantitative manifestation.

Besides the two divisions of the world of nature into organic and inorganic, there are three divisions of the world of man or human life, as we have already seen. These three divisions include three revelations of human nature; first, the revelation of man's freedom or self-directive will-power, as we find the same in the history of peoples. The second division includes a like revelation of the internal processes of the mind in the vocabulary and grammatical structure of the language. The third revelation contained in the literature of the people brings to consciousness the results of the life of the people, portraying their struggles and sufferings, their triumph and achievements.

There is no department in this theoretical survey of the world more essential to the welfare of a people than this last—the survey of the deeds of the race and their consequences in the great historical paintings contained in the national epic and dramatic poetry.

These three divisions of the world of man are represented in the high school course by universal history, and some study of the frame-work of constitutional government, for the will side of man; the study of Latin, perhaps also Greek, some modern language, rhetoric, mental or moral philosophy for the theoretical side of man; the study of the history of English literature, of Shakespeare, and perhaps some other standard writers, and the literary contents of the Latin, Greek, or modern studies already mentioned, and perhaps some general or special study of the history of the fine arts, architecture, sculpture, painting, and music—for the æsthetic side of man.

In this survey of the course of study in the high school, I have not drawn upon the imagination, but have mentioned not only what is the complete typical course of the high school, but at the same time what is substantially realized in the course of the public high school everywhere in this country. In the discussion of such a course of study, it becomes really manifest why such a curriculum gives theoretical insight to the pupil, and also practical directive power in the community. It is useless to expect to find directive power in an individual who lacks theoretic insight into the nature of these great departments embraced in the two worlds, nature and man. Directive intelligence precedes practical directive power, as its necessary condition. Whenever it happens that great world historical characters appear, rising from obscurity apparently prodigies of nature, without special education in the schools—shallow students of history are ready to draw out as the lesson the lame and impotent conclusion of the futility of school education. Students, like Carlyle, however, penetrating to the essence of human character, find directive intelligence the chief condition of greatness, and most manifestly so in these instances of world-historical men. Like other educated men of the time, these noble spirits see the details of life in which they live and move. But not like the educated men who are still in the acolyte stage,—the stage of mere prescription, of mere pupilage, the stage of apprenticeship and not of mastership—these men grasp the details in their entire compass, seeing the circumstances of their time as a totality, they have become able to act as great directive leaders. In many cases the complex of details—their special peculiarities, adap-

tations and relations—have not been so thoroughly known by these heroes as by their subordinates in the acolyte or pupil stage of education. Directive intelligence has in this case acted through subordinate directive intelligence. It is evidently a fatal mistake for the hero if he neglects to supplement his knowledge through the aid of specialists. On the contrary, it is the leader that best knows their value and employs them. Such a great leader could not exist, therefore, without the aid of the specially educated class.

So in our own time the great commercial combinations which achieve the wonderful victories in productive industry, transportation and intercommunication, rest on educated directive intelligence. The railway kings, the great capitalists, the inventors of great combinations are most frequently men of inconsiderable school education. Their insight is special, however, relating to their departments only in the phase of totality. All the more necessary it is that they should supplement their knowledge of details obtained through learned specialists. Directive intelligence they possess through insight into the relation of the whole department to other departments. This directive intelligence they use practically, through the aid of the directive intelligence of their subordinates who manage the details.

In the discussion of the question of directive intelligence and its nature, we are met at once by the distinction between information studies and disciplinary studies. We may describe information studies loosely as those which deal with details, results, rules of experience—in whatsoever department. Disciplinary studies, on the other hand, should be characterized as dealing with the genesis and productions of results, rules, and usages. Again, information studies should relate rather to incidental subjects than to principles, although principles themselves when considered apart from their genesis, belong comparatively to the department of information rather than discipline.

Among the scattered facts of experience and study—among the bits of information that make up the theoretical view of the world possessed even by the humblest individual—a principle enters as a nucleating centre reducing the chaos of isolated bits of information to an orderly system so far forth as the generality of the principle permits. A system grasps details in unity, and emancipates the individual from their dead mechanical influence. The study of principles in their genesis or development gives one further directive power over details, through insight into the laws of their production and change.

Disciplinary studies, therefore, as herein defined, are the studies that chiefly give directive intelligence, and are therefore the most practical of all studies.

This distinction between disciplinary and information studies gives us a clue to the proper estimate to be placed upon facts which concern the history of development. No matter how complete the insight into facts as they are, there is no directive power unless to this is joined a knowledge of other states, conditions and combinations, which are possible. Directive power deals with actual states and conditions, and their transmutations into states, conditions, and combinations, which are at present mere possibilities in the mind. It is clear that one learns possible states and combinations by studying processes of change and transmutation in the world. We gain directive knowledge of things through a knowledge of their history and development. The first step towards this knowledge is, therefore, a knowledge of past facts, or of present facts that are related to other facts as the embryonic stages of their growth.

Here we come to the principle which throws light on the much vexed question of the so called "fetich;" the study of the classical languages, Latin and Greek. It will be acknowledged without dispute that modern civilization is derivative; resting upon the ancient Roman civilization on the one hand, and upon the Greek civilization on the other. All European civilization borrows from these two sources. To the Greek we owe the elementary standards of æsthetic art and literature.

They have transmitted to us the so-called perfect forms. All culture, all taste bases itself upon familiarity with Greek models. More than this, the flesh and blood of literature, the means of its expression, the vehicles in which elevated sentiment and ideal convictions are conveyed, largely consist of trope and metaphor derived from Greek mythology. Before science and the forms of reflection existed, the first method of seizing and expressing spiritual facts consisted of poetic metaphor and personification.

Images of sense were taken in a double meaning; a material and a spiritual meaning in inseparable union. We and all European nations, even the ancient Romans, are indebted to Greek genius for this elementary form of seizing and expressing the subtle, invisible forms of our common spiritual self-hood. One can never be at home in the realm of literature, without an acquaintance with this original production of the Greek people.

More than this, the Greek people, essentially a theoretically inclined race, advanced themselves historically from this poetic personification of nature towards a more definite abstract seizing of the same in scientific forms. With the Greek race theoretical reflection is also indigenous. The Greek language is specially adapted to this function, and in the time of the historical culmination of the Greek race, appeared the philosophical thinkers, who classified and formulated the great fundamental divisions of the two worlds, man and nature. All subsequent science among European peoples has followed in the wake of Greek science; availing itself of Greek insight, and piously using the very technical designations invented by the Greek mind for the expression of those insights.

The theoretical survey of the world in its two phases of development, æsthetic or literary, and reflective or scientific, is therefore Greek in its genesis; and a clear consciousness of the details and of the entire scope of that side of our activity, requires the use of the elementary facts that belong to the genesis or history of the development of this theoretical survey. A knowledge of Greek life and literature is a knowledge of the embryonic forms of this great and important factor in modern civilization.

The Roman contribution to modern civilization is widely different from that of the Greeks. Instead of æsthetic or theoretic contemplation, the Roman chooses the forms of activity of the will for his field of view. He has formulated the rules of civil activity in his code of laws. He has seen the mode and manner in which man must limit his practical activity in order to be free. He must act in such a manner as not to lame and paralyze the products of his own activity, and the products of the activity of his neighbors.

Let each one act so that his deed will not be self-destructive if adopted by all men. This is the Kantian formula for free moral activity. Man is placed in this world as a race, and is not complete as a single individual. Each individual is a fragment of the race, and his solution of the problem of life is to be

found in the proper combination with his fellow men, so as to avail himself of their help theoretical and practical. Theoretically they will help by giving him the results of their experience in life, their pains and pleasures; their mistakes and successes; the theoretical inventory which they have taken of the world in its infinite details; and the principles they have discovered as the units which reduce those details to a system. Without this combination with his fellows, he remains an outcast, a mere embryonic possibility of man.

How important, then, it seems to us, is this invention of the civil forms which make possible this combination and co-operation. Other people before the Romans and contemporary with them, may lay claim to this invention of the civil code. But their claims cannot be sustained. Moral and ethical forms, in sufficiency, they have; but the civil form which gives and secures to the individual the circle wherein he shall exercise supremely his free will, and beyond the limits of which he shall submerge his individuality utterly in that of the state—the supreme civil institution—such a civil form elaborated into a complete code of written laws we do not find elsewhere. It is, moreover, a settled fact in history that modern nations have received their jurisprudence from the Roman peoples, modifying the same, more or less, to accommodate it to the developed spirit of the Christian religion. It is essential for a correct view of this subject to consider carefully the nature of the forms of expression which must be used in order to define the limits of the free will. The code which expresses such limits must deal with prohibitions only, in so far as it defines crime. But it must furnish positive forms in which all agreements and contracts are to be defined. The full exercise of free-will within the sphere allotted to the individual, is accomplished only by means of the institution of property. The complete idea of property renders necessary the possibility of its alienation, or transference to others. Contract is the form in which two or more wills combine, constituting a higher will. The Roman law furnishes the varied forms in which this higher will, essentially an incorporate will, is realized. This is the most important contribution of Rome to the civilization of the world. So important is contract to the Roman mind that it deifies soulless abstractions in which it sees incorporate powers. Its Jupiter, its Mars, its Juno, its Venus, each personifies Rome. The word *religio*, binding obligation, etymologically expresses the highest spiritual relation as conceived by the Roman. He makes a vow, proposes a contract to his gods, and the gift of the god being obtained he will faithfully fulfill his vows.

The Roman people possess, as individuals, a double consciousness, a limitation within the self: first, the self as supremely free within the circle of what it owns as its personal property; second, the self as utterly submerged in a higher will, that of the state beyond its personal limit. All modern civilization, rooting as it does in Rome which had conquered the world, receives as its heritage this double consciousness, and can never lapse back into the naive, childish consciousness of pre-Roman civilization. Just as the technical terms and expressions, the very categories in which literary and art forms or philosophical and scientific forms are possible, are derived from a Greek source, so too, on the other hand, these most important civil forms of contract, incorporation, and criminal definition, are borrowed from Rome, and were originally expressed in Latin, and Latin derivatives in most of the European languages still express and define these distinctions.

To study Latin, just the mere language and its Grammar, is to study the revelation of this Roman spirit in its most intimate and characteristic form. Language is the clothing of the invisible spiritual self of the people, a revelation of its primary attitude towards the universe. A study of the literature, politics, history, religion and law-making of the Roman people is a still further initiation into the mysteries of this phase of modern civilization.

Comparative philology and sociology owe to us the duty of investigating the Greek and Latin languages with a view to discover (what must certainly exist) a grammatical and logical adaptation of those languages not only to express the fundamental point of view of those peoples, the one theoretical and the other practical, but also to stimulate by the reaction upon the minds of those using those languages, the original theoretical or practical tendency. The modern youth, by common consent in all civilized countries, is trained upon Latin and Greek as special discipline studies. Little or no mention is made of the rationale of this process to the pupil. Very little is done to point out the relation between facts, which surround him. Nevertheless these facts concern in one way or another the genesis of the modern facts, and all activity of the mind goes to the constructing of bridges of relation from the one fact to another. Merely by thinking the modern facts through the colored spectra of the ancient facts, the classically educated man is able to decompose the compound rays united in the modern. All unconscious that the classical material of his education performs the function of a decomposing prism, or that the ancient facts are embryonic stages of the modern facts, the student finds that he has a superior power of analysis and generalization, that he is able to fix his attention upon a single strand of modern civilization, its political and legal forms, or its theoretical, or its æsthetical, and use the same practically. His facility is a real possession of the highest practical value, but he may not have any true theory of its existence or of its origin. He may even call the source of his talent "a college fetich."

It is the subtlest and least observed or most rarely formulated expression of the spirit of the Greek and Roman peoples, namely, their impression upon the grammatical forms and categorical terms of their languages, that exercises the surest and most powerful effect on the classical student.

One may say that of a hundred boys, fifty of whom had studied Latin at all, the fifty with the smattering of Latin would possess some slight impulse towards analyzing the legal and political view of human life, and surpass the other fifty in this direction. Placed on a distant frontier, with the task of building a new civilization, the fifty with the smattering of Latin would furnish the law-makers and political rulers, legislators and builders of the State. In the same way a slight smattering of Greek through the subtle effect of the vocabulary and forms of grammar would give some slight impulse not otherwise obtained towards theoretical or æsthetical contemplation of the world. On the highest mountain ridge a pebble thrown into a rill may divide the tiny stream so that one portion of it shall descend a water-shed and finally reach the Pacific ocean, while the other portion following its course shall reach the Atlantic ocean. It requires only a small impulse to direct the attention of the immature mind of youth in any given direction. A direction once given, the subsequent activity of the mind follows it as the line of least resistance, and it soon becomes a great power, or even what we may call a faculty. Certainly it will follow that the busying

of the mind of youth with one form or phase of Roman life will give it some impulse towards directing its view to laws and institutions or the forms of the will. And that the occupation with the Greek language and life will communicate an impulse towards literary and philosophical views of the world.

The specialist in snakes or turtles would not deserve the title of profound naturalist, if he had happened to neglect entirely the study of the embryology of those reptiles. A knowledge that takes in a vast treasury of facts, but knows not the relation of those facts so as to bring them into systems of genesis and evolution does not deserve to be called profound. It is replete with information, doubtless, but not with the most valuable part, even, of information. So the students of Latin and Greek whose memories contain all the rules and all the exceptions of the paradigms and of irregular forms, but lack a knowledge of the genesis or evolution of those forms, have yet to study those languages as truly disciplinary studies. Facts relating to the Latin language, relating as they do to the genesis of an important element in all modern facts, have, as we have shown, a potential disciplinary value. This disciplinary value does not become real, however, until the relation of those facts to the derivative modern facts is in some way seen, felt, or acted upon. It cannot be too carefully noticed that one fact differs from another in this potential disciplinary value, and that a knowledge of the German language or the French language is not a knowledge of a language which belongs to the embryology of English-speaking peoples, and hence is not disciplinary in that particular respect, although it may be disciplinary in many general ways. The revelation of man to himself is certain to be found in the history of the race. He who will comprehend profound literature and art and philosophy must study their evolution by peoples with whom they are or were indigenous.

Besides primary knowledge obtained by an investigation of essential facts (called by Goethe *Urphenomen*), and the history of their development into the present facts, there is a secondary knowledge which deals altogether with immediate facts without their relations; or, if it concerns itself with relations, takes them by hearsay and deals with them as dead results. It is obvious that a very little primary knowledge is worth more than a cargo of secondary knowledge. It is clear, too, that a very scant knowledge of the classic languages may prove more fruitful in an energetic mind disposed to draw inferences and see relations, than a vast store of erudition in those languages when piled up as so much lumber.

From this glance at the disciplinary or potential disciplinary value of classical study as a study of the evolution of civilization, let us turn for one moment to the significance of mathematics as the general discipline for the whole field of the science of nature. All human experience, every sense-perception of man, every observation, every anticipation of perception by means of imagination, and every image of fancy, are possible only through the forms of space and time, and are therefore quantitative. Arithmetic, algebra, geometry, and the higher analysis, apply to any and all phases of nature. Mathematics gives us not the results of experience, but a far more potent knowledge than that: the knowledge of its necessary logical conditions—the conditions which it must assume in all phenomena. Physics and chemistry, most general sciences of nature next after mathematics, are derivative or secondary, and apply mathematics to physical elements. Latin, Greek, and mathematics from the point of

view here presented must be regarded as disciplinary studies in a more important sense than the other studies of the school. They furnish the insight into the genesis of modern civilization, and into the constitution of nature. But it does not follow from this that Latin, Greek, and mathematics should be the *sole* studies pursued during the period of preparation for college, or for years within the college itself.

I believe that the best course of study for any one pupil is the best for all others, so far as fundamental disciplines are concerned. The course of study for a pupil who is to attend school for one, two or three years should be a section of what is prescribed for the pupil who is to take a complete course of higher education. In all cases the studies for the first three years of the pupil in school (if he enters school at the age of six or seven years) should include reading, writing, arithmetic pursued with text-books, and oral instruction in the elements of geography and natural history. For the next four or five years of the pupil's course, reading should be continued into the study of the various selections from the best English literature (found in the higher numbers of all series of school readers); penmanship, composition writing, the elements of industrial drawing to cultivate the hand and eye, the completion of arithmetic, (omitting of course those applications of higher mathematics which are brought together and called higher arithmetic, but which ought to be solved by algebra or geometry); the history of the United States and a study of the essential features of the national constitution; English grammar, mathematical and political geography—studied with special reference to physical geography; several courses of oral lessons in natural science, covering its essential departments, (astronomy, geology, plant life, animal life, races of men, meteorology, physics, so far as to explain the principles involved in the child's playthings and the construction and use of machines, together with the chemistry of common things).

After these things, and beginning with the eighth or ninth year of the pupil's study, Latin and algebra should be commenced and natural science should be pursued with a text-book (the text-book on physical geography to be followed by the text-book on natural philosophy). General history should be commenced and the study of literature continued by the aid of a higher reader containing selections of more elevated thought and ornate style.

The course of study preparatory for college omits for the most parts those branches of study which bear the name of "moderns." Modern civilization has developed three great increments and added them to the inherited wisdom of the race. These increments are: modern natural science, modern literature, modern history. These three moderns had no well recognized existence in schools of higher education a century ago. A knowledge of them was not demanded or expected from the educated man, unless he was a specialist. The condition of things has changed so materially through the influence of the newspaper and periodical within the past fifty years that no man can pass for educated without more or less minute acquaintance with these three phases of modern activity. They have become recognized as conventionalities of intelligence. This is the all sufficient reason for introducing the rudiments of these things into the most elementary schools and for continuing their study in all grades of higher schools. Nothing can make up for the student who shall receive a higher education, the deficit in his culture caused by a neglect of the

study of the three "moderns" in early life. They ought to exist in his mind through the period of his primary education as well as in his secondary and higher education. Without these the disciplinary effect of classical study must necessarily be weakened, through the want of modern facts to explain, for the classic lore is related to these moderns as embryonic presupposition, and this is why it helps to understand ourselves.

If this be true, the modifications that have been made in the course of study pursued in college, in recent times (say in the last twenty years) are not for the most part based upon a correct insight into the difficulty to be met. The management of college education in this country has answered the objection which charges it with neglect of the three "modern" branches until the last two years of the college course, by raising the standard of admission sufficiently to cover the work of the first two years of the former college course, and thereupon it exhibits a program in which the three moderns are represented throughout the course either as "required" or "elective" studies.

The question in dispute did not concern the length of time devoted to higher education, but the early introduction of the moderns into the course of study, so that these moderns stand side by side with the disciplinary studies through the whole course. If four years of preparation and two years of college work, or six years in all, were devoted to the exclusive study of the classics and mathematics, with an almost entire neglect of moderns, the case would not be altered if these six years should be relegated entirely to the preparatory school. In order to meet the difficulty discussed here, the college should have changed the conditions required for admission, and thus have compelled the preparatory school to introduce the moderns in a proper manner side by side with the classical studies. Of course the elevation of the standard of the college can be justified on its own grounds. It obliterates the mischievous distinction that existed between the standards of American and English colleges. But this is not so important as the readjustment demanded of the college in order to bring it into harmony with primary education, founded on a true appreciation of the demand of modern studies in education. As is usual in the discussion of political and social reforms, the parties of the dispute are busied, each, with bringing forward his own partisan view of the case. There is little that is judicial and impartial, going to the root of the question and confirming and establishing what is of permanent worth on either side. The advocates of the "moderns" wish to dispense entirely with classical study, while the defenders of the college system refuse to yield place for the "moderns."

In the colleges of the north-western states, led by the State universities, there has been some substantial progress made towards a modification that will recognize the received high school course of study as a preparation. But such modification only makes these colleges a separate phase of education, differing more and more widely from the standard college of the Atlantic states. To reach the high standard of admission, required by the Eastern colleges, the public high school ought to add two years to its course. This would make the course of study in the common school system fourteen years instead of twelve as at present, and is impracticable. The average age of the high school graduate at present being eighteen and a half years, it would manifestly be unwise to demand six years instead of four years to complete his college course. The

colleges that have raised their standards of admission, therefore, have done much to widen the breach between high school and college education.

In the signs of the times I do not discover any promise of the reform of this state of things on the part of the management of colleges. Even the cloud "no bigger than a man's hand," in the north-west, does not indicate so much true appreciation of the necessity of moderns in primary and secondary education as it indicates a wise insight into the desirability of connecting the college with the public school as it is. It surrenders its convictions in behalf of the old regime, and lowers its standard in order to adapt itself to unpropitious circumstances. In better times it hopes a reform in the public school that will devote more attention to the classics and mathematics at the expense of the "moderns." Meanwhile, the influence of the college is felt in the building up of preparatory courses within the high school, fastening upon the public school system a recognition of the necessity of private, separate, and distinct secondary education in order to fit for a college education.

What is the remedy?

One must turn to the teachers of public high schools and to superintendents of public instruction for the adoption of the only means of relief. Unusual efforts must be made on the part of public high schools to induce their pupils to complete their education in colleges. The personal influence of the teachers, in one year's time, will avail to double the number of high school graduates who seek a college training. The greater maturity of mind which comes from a well-balanced preparatory course will furnish a prevailing argument in favor of a more symmetrical system. Within a few years, when the colleges have come to derive a large majority of their pupils from public high schools, this question will receive its due consideration for reasons of private interest, if for no other. The numerical strength of high-school graduates, who have subsequently received a college education will assist in the solution of this question.

But no solution will be more than a make-shift, if it does not secure the recognition of "moderns," as an essential portion of the course of study in all elementary and preparatory schools, and a like recognition of the necessity of classic study in all secondary and higher education.

In the "moderns" one finds the expression of his present civilization; in the classics, its embryonic forms and evolution.

After the presentation of these special discussions of the elements of our problem, we may draw the following conclusions:

1. If the universities and colleges of the country shall more and more depend on special preparatory schools for their students, then it will follow that college graduates are less likely to be in sympathy with the system of common schools.

2. If the high school teachers, on the other hand, continue to be lukewarm toward college education, and perhaps go so far as to discourage their pupils from completing their education in colleges after graduating from the high school, it will follow that the men of amplest directive power, the leaders in literature and the moulders of public opinion, especially on the subject of education, will not be furnished by the common school system.

It will follow, too, that the numbers who resort to college will not increase in proportion to our population. These dangers, in brief, I hold in this paper,

may be averted by earnest personal endeavor on the part of high school teachers and the superintendents of city schools to influence high school pupils to present themselves in large numbers for admission to college. Extra efforts will double and treble the high school quota in college, even under the present disadvantages of course of study.

This first step being taken, it will become possible then to secure the desirable changes in the higher course of study.

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## MEMBERSHIP ROLL OF THE OHIO TEACHERS' ASSOCIATION FOR 1888.

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## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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An editor loves his subscribers, and the more of them he gets the more he loves them. The editor of the MONTHLY loves *his* subscribers, and has great store of love in reserve for an unlimited number of new ones he hopes soon to have.

So great is his love for the old ones that the thought of parting with any gives pain. All know "the pain of parting," but only those who have experienced know the matchless pain of an editor's parting with any of his subscribers.

Our invitation to all is, Come with us and we will try to do you good. We are not given to boasting, but we think a volume (twelve numbers) of the MONTHLY is worth much more than the subscription price, to any Ohio teacher. The following are its leading features:

I. It contains strong and ably written educational articles, original and selected. It is the aim of the editor to admit only articles of real merit.

II. It contains a large share of practical matter, designed to be helpful to the teacher in his every-day work.

III. It is conservatively progressive. It does not strain after new sensations, but believes in proving all things and holding fast only that which is good.

IV. It contains a full report of the proceedings of the Ohio Teachers' Association, including the papers and discussions.

V. Its department of Notes and Queries is open to all who have anything of value to say or ask, and thus affords to the teachers of the State an opportunity of intercommunication.

VI. Its department of personal and intelligence items makes it indispensable to all who would keep themselves informed of the whereabouts and doings of their fellow-workers.

VII. It is, as it has been for nearly forty years, the advocate of a sound free education for all the people.

The institute season affords the friends of the MONTHLY a good opportunity of presenting its claims to the teachers and friends of education in every part of the State. With grateful acknowledgements for past favors of this kind, we ask our friends to remember us this year also.

We ask attention again to our premium offer in last issue, viz:

For the largest list of cash and guaranteed subscribers, between this time and the first of November next, a set of

THE PEOPLE'S CYCLOPEDIA,

in four large volumes, half morocco, worth \$25.00.

For the list of cash and guaranteed subscribers second in size, in the same time, a copy of the latest edition of

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These offers are made as an inducement to special effort, and past experience leads us to look with confidence for a general and hearty response.

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THE SANDUSKY MEETING.

As is our wont at this season of the year, we lay before our readers the entire proceedings of the annual meeting of the State Association. All the papers presented are printed in full, and a fuller report of the discussions than we have hitherto given. Our stenographic report of the discussions is the *maiden* effort of a young stenographer. We trust the speakers will find their speeches at least measurably correct. It would not be surprising if, in some cases, the chief objection to the report should prove to be its literal accuracy.

Having accepted an invitation from State Superintendent Morgan to take part in two Peabody Institutes in West Virginia, one of which was in session at the time of the Sandusky meeting, we were not present, and consequently cannot speak from observation; but those who were there bring a good report. Estimates of the number in attendance vary from 400 to 500, though only 266 membership tickets were taken. Our readers have the opportunity of forming their own judgment of the papers and discussions. Our own impression, gained from proof-reading, is that the Association has never listened to more valuable papers than some of those presented this year. The high ground taken by Dr. Ellis in his inaugural address is cheering to the heart of every friend of sound education in the State.

The usual good fellowship and good cheer were not wanting. The excursion on the Bay, Wednesday evening, must have afforded a great deal of pleasure to those grave schoolmasters who for the time were boys again—Cox, Ellis, Burns, Mertz, Holbrook, Thomas, Ridge, Loos, and others. We understand that Mertz's story will be concluded next year.

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TEACHERS' LIFE CERTIFICATES.

The State Board of Examiners met in Sandusky. O., June 29 and 30, 1888. Thirty-one applicants registered, of whom nineteen held ten-year certificates heretofore granted by the State Board. Certificates were issued as follows :

HIGH SCHOOL LIFE CERTIFICATES.

E. K. Barnes, Walbridge ; K. S. Blake, Harrison ; J. J. Bliss, Crestline ; James H. Brown, Reynoldsburg ; H. V. Merrick, Bellaire ; Franklin B. Sawvel, Canfield.

## COMMON SCHOOL LIFE CERTIFICATES.

A. C. Burrell, Mt. Union; W. G. Garvey, Hopedale; Aaron Grady, Wheelersburg; I. C. Guinther, Utica; Lewis M. Heiston, Pleasantville; Charles A. Kizer, Springfield; J. E. McKean, Navarre; F. D. Ward, LeRoy; Frank W. Wenner, Tiffin; Miss Eulalie Artois, Walnut Hills; and Miss Flora Beck, Bethel.

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**PERSONAL.**

—S. F. Smith succeeds T. W. Karr in charge of schools at Racine, Meigs County.

—Findlay pays her school superintendent, J. W. Zeller, a salary of \$1,800 for next year.

—J. F. Smith, of Napoleon, will have charge of the Findlay High School the coming year, at a salary of \$900.

—Dr. J. J. Burns, superintendent of the Canton schools, delivered the Annual Address at the Commencement of the Maryland State Normal School.

—W. H. Stewart has had charge of the schools at Oxford, Ohio, for the past fourteen years, and has been re-elected for a term of three years, at an annual salary of \$1,200.

—Miss E. N. McConnell has been re-elected principal of the Lorain High School, at an increased salary. This school graduated a class of eight at the close of the last school year.

—George M. Hoke has been called to the superintendency of the Attica schools. He has had charge of the schools at Green Spring. A handsome increase of salary was the inducement offered.

—A young lady experienced in high school work desires to make an engagement in a good high school in Ohio. She is a graduate of a city high school, and also of a city normal school. The editor of this magazine will answer inquiries.

—W. H. Davis, for several years superintendent of schools at Middleport, O., has been re-elected for another term, but has resigned to accept a similar position at Texarkana, Ark. Mr. Davis gains \$400 a year by the change, and Arkansas gains a good man.

—Albert Leonard, associate editor and manager of the *Journal of Pedagogy*, and tutor in the Ohio University, Athens, Ohio, has accepted the principalship of the High School at Dunkirk, N. Y. Mr. Leonard is to be congratulated, but Dunkirk more. We regret to lose such men from our State.

(Continued next month.)

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—Clark—"Well, I declare! Smithers, how you have picked up lately." Smithers—"Yes, yes; things were bad enough with me a little while back, but I happened to run across the advertisement of B. F. Johnson & Co., of Richmond, Va., and they have put me in position to make money right along. If you know of anybody else needing employment, here is their name and address."

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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SEPTEMBER, 1888.

Number 9.

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### EDUCATIONAL CREAM.

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What our schools should aim to accomplish is not to store the memory with numerous facts about this or that subject, but to develop the reasoning powers; to train the pupil to think; to stimulate to independence of thought; in short, to make him a thinking rational human being, that he may understand and successfully develop *himself* and so fit himself for a useful member of society.—*Supt. F. C. Morse, Portsmouth, N. H.*

It takes character to develop character; and a strong, good character, wherever planted, will be a perennial source of good. No matter what daily tasks engage the teacher and his pupils, the contagion of his spirit in the work will reach them. His conscience will be the standard for their conscience. His view of right and wrong, of justice and mercy, as exemplified in his daily and hourly acts, will, for the most part, be the views they will have. No dogmatic instruction can surpass, in efficiency, this practical sort of teaching.

“To read the English language well, to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call this a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education. These are the tools. You can do much with them,

but you are helpless without them. They are the foundation ; and unless you begin with these, all your flashy attainments, a little geology, and all other ologies and osophies, are ostentatious rubbish."—*Everett.*

Fitch's first three rules for the guidance of the young teacher are admirable, and should be well-conned and constantly remembered :

1. Never teach what you do not quite understand.
2. Never tell a child what you could make that child tell you.
3. Never give a piece of information without asking for it again.

As so much depends on a right start in school work, too great care cannot be exercised in the selection of teachers for these lower grades. New teachers should never be placed here to experiment, but successful experience and superior merit should be considered necessary qualifications of a teacher for the lower primaries. Then let the ambition of these teachers be not to take higher grade classes, but to perfect themselves as primary teachers. There is no more honorable position.—*A. W. Edson.*

Teaching is the process by which one mind exercises, incites, and develops the mind of another. Some do it by their presence merely, some by their conversation—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindliness, sweetness and yet stimulation.—*Ex.*

"Observations in schools show that where there is no well arranged course of studies, the schools are imperfectly graded. They also show that the schools are well graded in proportion to the vigilance of *school officials in holding the teachers* to the prescribed course, through the examinations, and through the examination of the several classes in passing over the course prescribed. And actual results demonstrate that *at least one year in six is saved* in completing the ordinary branches of study, by even an imperfect grading of schools."—*Geo. A. Walton.*

"Under the deft manipulation of motives," says Prof. W. H. Payne, "teaching becomes a fine art." We allure the prospective lawyers and preachers into the high school by the attraction of the directly practical. Prospective farmers and mechanics may be drawn in a similar manner. "In the beginning, the staple motives must be the hope of some tangible reward, and the fear of some impending loss."

Once within the walls, and the work fairly begun, the motive of 'intrinsic charm' can be brought into service." Later, the pupil may be led to a love of knowledge for its own sake. "*But this motive must be regarded as the last of an ascending series.*" All along the course, when the pupil becomes weary and his efforts less vigorous, he must be allowed for a moment to catch a glimpse of the "*tangible reward.*"

The notion that education—book knowledge and the discipline of the school—is useful mainly to those who practice a "liberal profession," is an old one, a relic of the class time when class, like caste, built division walls in society. Mr. Horace Mann, probably as good authority as can be quoted, says, that "throughout the whole range of mechanical industry the well educated operative did more work, did it better, wasted less, used his allotted portion of machinery to more advantage and more profit, earned more money, commanded more confidence, rose faster, rose higher, from lower to the more advanced positions of employment, than did the uneducated operative." This summary was not merely the opinion of Mr. Mann, but was the result of careful statistical compilation and accurate observation.—*Ex.*

Our public schools are organized and maintained to fit the child for the fulfilment of his duty as a citizen. But duty is founded on obligation, and obligation on justice. Now justice is the basis of morality, and, joined with truth, gives us all that is known as religion. Society depends for its existence on truth and justice. Education must therefore embrace both, if civilized society is to exist and civilized government to endure. But truth and justice have their origin in God, who is their *causa efficiens*. Hence, society cannot exist without God, nor can society exist without truth and justice, in which morality has its being. God and morality are correlative terms. Education, then, must embrace a knowledge of God and a knowledge of His law, which teaches all that is known of truth and justice.—*Bishop Gilmore, in the Forum.*

Beyond reasonable doubt seems to be the statement that the methods of education must be based on psychology. Hence the teacher must have some knowledge of psychology. To study it solely from books is useless; the mind of the teacher himself, and of his pupils must be his text-books. The order of development must be observed; first the presentative, next the representative, then the elaborative. This means he must teach the child to use his senses, before he can employ the imagination upon the concrete facts of elementary natural science, before he forces him to make nice discriminations, as in grammar or logic. He must remember Sir William Hamilton's words, "Self-ac-

tivity is the law of mental growth." Many kinds of knowledge must be expressed in the actual making or representation of the thing which illustrates the knowledge.—*Prof. Griffith.*

The education which cultivates only the memory may make prodigies, and it has done so; but these prodigies last only during the time of infancy. \* \* \* He who knows only by heart knows nothing. \* \* \* He who has not learned to reflect has not been instructed, or what is still worse, has been poorly instructed. \* \* \* True knowledge is in the reflection which has acquired it, much more than in the memory which holds it in keeping; and the things which we are capable of recovering are better than those of which we have a recollection. \* \* \* Reflection can always recover the things it has known, because it knows how it originally found them; but the memory does not so recover the things it has learned, because it does not know how it learns.—*Condillac (1745-1780).*

Requiring a child to commit to memory what he cannot understand, is very like giving him food which he is unable to digest. Of course the analogy fails if pressed too far, inasmuch as the child may afterwards understand and assimilate the mental pabulum. But the objections to such a method of teaching are, to our mind, overwhelming. It deprives the pupil of the pleasure of learning, which is the natural stimulus to mental exertion, and its best reward. It makes his lesson a dry and irksome task. It fosters an unintelligent mental habit, which must greatly retard development. Worst of all, from the educationist's point of view, there is absolutely no education in the process, save of the one faculty of memory. But surely the work of the teacher is to educate, not to cram.—*Canada Journal.*

At the foundation of all instruction is this principle: "To train up a child in the way he should go, *you must walk in it yourself.*" You must ever be exemplars as well as teachers. To make others true, you must be true yourselves; to make others wise, you must be wise. If you preach temperance and practice drunkenness, no one will heed you.

There are two classes of teachers that I observe: One man is pedantic, pompous, self-contained, magisterial. When he stands before children he fills them with awe, instead of playing on their heart-strings by the mighty power of love. Such teaching has few results. The child looks up with awe; the little delicate tendrils of his infant mind cannot reach up and grasp instruction from such a teacher.

The second class of teachers bring sunshine into the schoolroom.

Children turn to them as flowers to the light. There is an atmosphere of sunshine around such a teacher. His own light attracts all to him for their good and growth.—*Schuyler Colfax.*

Lecturing in Nicholson street United Presbyterian church, Edinburgh, on "The Philosophy of Education," Professor Blackie said that the usual idea of education implied that children were empty and wanted filling, but that they were no more empty than the seed that was put into the ground. Education did not consist in giving people knowledge, but in drawing out the full and complete men. \* \* \* The first thing they had to do in educating children was to let them observe, and not put their books and miserable grammars before them. In the present age, books had taken the place of men. If in education they did not make better men, and more harmonious men, they missed the mark. Without that, the more knowing and clever they were the more they were like the devil. After quoting and endorsing what Goethe said of moral culture, Professor Blackie contended that there should be in every school a biography of great men belonging to the country. Another great feature in moral culture was song. It was a great mistake to look upon music as an amusement or recreation. Songs stirred the whole man; they did not merely drill the brain, but they made the blood warm. They could cherish no bad passion when under the influence of song. Jealousy, spite, envy, grumbling, all disappeared when a man sang a good song. The æsthetic in man's nature should be cultivated, and the school-room walls ought to be covered with very beautiful forms. They should put beautiful things before the children and let them look at and feed upon them.

A well educated and clever clergyman of the old school, was arguing earnestly and eloquently against higher education for women, on the well-trodden ground that her mental organization is finer and more delicate than that of the other sex, and so must have a different regime. The study of masculine subjects would impair this fineness of mental texture and tend to render her coarse and masculine, and so forth. After he was through he was led up by a series of apparently innocent questions to the fact that the physical organization of the woman is in equal degree finer and more delicate than that of the man. When finally asked, in effect, whether he should not in consistency, refrain from giving his wife and daughters such diet as beef and potatoes, and other masculine articles of food, lest they should become physically coarse and mannish, he saw the point and joined in a hearty laugh at his own expense. The illustration was simple, and perhaps a little trite, but it

puts a complete refutation of the argument from woman's mental idiosyncracies against woman's education in a nut shell.

The mind, like the body, will assimilate the food nature has provided, rather than be assimilated by it. This is the gist of the whole matter.—*Ed. Jour.*

## NORTH-EASTERN OHIO TEACHERS' ASSOCIATION.

### PRESIDENT'S INAUGURAL ADDRESS.

*Fellow Teachers* :—I am not insensible of the honor of being called to preside over your deliberations for the coming year, though it imposes on me, at the outset, a task not altogether agreeable. Your president does not belong to that numerous class of Americans who like to make speeches.

I shall depart, somewhat, from the time-honored custom which requires of a presiding officer a formal opening address. I shall keep you from the good things provided by the committee for your entertainment to-day by only a few brief remarks.

Ohio has made one century of history. One hundred years ago, the territory now included in this State was all an unbroken wilderness, in which wild beasts and savages roamed at will. We are filled with wonder and admiration as we contemplate the change. Was it ever known that anywhere else than on this Western Continent a howling wilderness was converted into a great commonwealth like ours in a single century? It seems like a fairy tale. Broad and fertile farms, beautiful and populous cities and towns, and great factories and grand human industries have taken the places of wilderness wastes, as if by magic. And that which commands our highest admiration is the fact that education, religion and refinement have kept well up in the race with material interests. A different result might have been expected of a people engaged in subduing the forests. But schools, colleges, churches, libraries and printing presses abound in all parts of the State; and this commonwealth, with its more than three millions of intelligent, prosperous, and happy people, ranks among the foremost of the earth. It has been said, I know not upon what authority, that if a map of the whole world were drawn, and on it were represented, by means of light and shade, the relative intelligence and refinement of the people, the lightest and brightest spot on the whole map would be the Western Reserve, in the north-eastern corner of Ohio.

A recent chronicler records his estimate of the intellectual life of this section by saying that "to day the mail clerks on the Lake Shore Railroad are compelled to quicken their motions the moment their trains enter the borders of the Western Reserve from either east or west." Accepting as correct the estimate which makes this the most intelligent, moral and refined portion of the earth, a near view of this favored spot might lead one to commiserate the rest of the world. How would a statement of this estimate serve as a preface to a volume of teachers' manuscripts, furnished by the various boards of examiners for the counties included in the Western Reserve? But I have no disposition to undertake to refute the flattering imputation. We are a highly favored people; we live in a goodly land; and we ought to be a very grateful and happy people.

I suppose the age of this Association will not warrant me in claiming for it the credit of making North-eastern Ohio what it is; but it is not a vain boast to say that, in the two decades of its existence, the North-eastern Ohio Teachers' Association has had some part in the upward and onward progress of this highly favored section of our State.

It was in the fall of 1869 that a few superintendents and teachers, who had been accustomed for some time to meet in an informal way and exchange views on questions pertaining to their chosen work, met in the Weddell House at Cleveland, and organized the North-Eastern Ohio Teachers' Association. It is not at all probable that Rickoff and Harvey and their associates realized the extent of the influences they were setting in motion by this movement. I do not think it is any exaggeration to say that no other educational movement in our State, since the organization of the Ohio Teachers's Association in 1847, has been fraught with so much good to the cause. It was the beginning of an educational revival which rapidly spread all over the State and beyond its limits.

The three-fold object of the Association, as stated in the constitution, is the professional improvement of its members, the advancement, in true educational progress, of the schools of this section of the State, and the dissemination of correct educational ideas. It is not too much to say that a fair measure of success has been attained in these directions. At the first regular meeting, after the organization, work was planned and assigned to committees as follows: Committee on country schools, committee on classification, committee on course of study, committee on practical and disciplinary studies, committee on new methods, and committee on moral instruction. Probably the most important work accomplished is that in the direction of classifi-

cation and course of study. The committees having these subjects in charge combined their forces and devised and reported a scheme of classification and a corresponding course of study, which, after consideration, the Association adopted, and recommended to superintendents and boards of education. It is not probable that this scheme of classification and course of study was adopted as a whole, without modification, by any board of education; but it was everywhere received with favor, and to such an extent were its main features adopted that uniformity in essentials, both as to subject-matter and order of presentation, now prevails in the cities and towns, not only of our favored corner, but throughout the State. There is probably not a village of three hundred people in Ohio, untouched by the influences set in motion by this Association soon after its organization.

The efforts of the Association in the direction of giving efficacy to its scheme of classification and course of study, and of disseminating a practical knowledge of right methods of instruction, are worthy of notice. At a meeting held in April, 1870, it was resolved to hold, in Cleveland, a North-eastern Ohio graded school institute. This institute opened August 29th following, and continued in session two weeks. Besides the Cleveland teachers, there were in attendance the teachers of Akron, Ashtabula, Canton, Elyria, Geneva, Kent, Massillon, Norwalk, Oberlin, Painesville, Ravenna, Warren, Wellington, and other places. Probably no other institute of its kind had been previously held. It was a new agency for the accomplishment of a new work. For some years following, the bi monthly meetings of the Association were largely attended, and a deep interest was manifested in its proceedings. At these regular meetings, as well as at the institute, matters pertaining to the practical working of the prescribed course received a large share of attention. Model lessons in many of the subjects of instruction in the schools were given. Exercises were conducted with classes by their regular teachers, followed by the freest and fullest criticism. These were the palmy days of the Association, when it was in the prime and vigor of its youth.

The main object of directing attention to these points in the history of the Association is to impress, as strongly as possible, the thought that such an organization, like an individual, vindicates its right to live only by living for a purpose—by having a work to do and doing it with at least a fair measure of faithfulness. It will be conceded, I think, that *this* organization has in the past so maintained its right to existence. It has done an important work. But I am prompted to ask what work we have now in hand, or in anticipation, to engage our earnest thought and effort. Have we any? Are we

not rather resting on our oars, engaged, with sweet self-complacency, in contemplation of the progress already made and our present agreeable surroundings? It is true that our occasional meetings and greetings are pleasant; we are entertained and instructed by the papers presented from time to time; there is some stimulation and inspiration by contact, though less, I think, than formerly; and there is, in a general way, something of professional improvement and the dissemination of educational ideas. But what definite purpose have we before us—what good work have we as an Association in hand that engages our hearts and taxes our energies?

There are two lines along which it seems to me this Association might push out. One leads in the direction of manual training in the schools. I am glad that our executive committee already leads the way, by placing this subject on to-day's program. There has already been considerable skirmishing along this line, but the main column has scarcely yet begun to move. There is no question about the value of work as an element in education. Hand work is an efficient, if not an essential means of character-building. It is to be doubted whether the man who has not learned to work with his hands can ever come to the full growth of a man. But the problem to be solved is, whether manual training is a proper function of the public school—whether it is feasible and desirable to combine, in the school training of our young people, such incongruous elements as arithmetic and carpentry, history and blacksmithing. It is not my purpose to enter upon a discussion of the question here. I bring it to the attention of the Association, hoping it will do its part toward solving the problem.

The other line leads in the direction of training for good citizenship. The right of the state to maintain schools at public cost rests upon the state's need of good citizens. Our warrant for taxing the people to support schools is not found in the fact that the children need education, or that they have a better chance in life because of what the schools do for them, but rather in the fact that the welfare of the state depends on the intelligence and morality of her citizens. The state has a right to educate because she needs educated citizens. The schools, then, should make good citizens. They should inculcate the doctrines and principles of free government, and inspire patriotism and loyalty. They should counteract the spirit of insubordination and anarchy now so prevalent, and check the spread of false, un-American ideas. The schools could be made far more efficient in this direction than they are. It would be a work worthy of this Association to direct public attention strongly to this important matter,

and to devise a systematic plan of instruction and training in the principles of our free government and the privileges and obligations of citizenship in this greatest, freest, and happiest nation on the face of the earth; to the end that a spirit of patriotism and loyalty may prevail among all the people.

I take the liberty of recommending the appointment of two committees, as follows:

I. A committee on manual training, charged with the duty of investigating and reporting concerning the desirableness and feasibility of making manual training a part of the public school course of instruction and training, with authority to incur necessary expense in making observations and collecting information.

II. A committee on civics, whose duty it shall be to devise and report a systematic plan of instruction and training in the principles and workings of our free government and the privileges and obligations of citizenship.

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## THE BUSINESS SIDE OF CITY SCHOOL SYSTEMS.

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BY B. A. HINSDALE.

[Report presented to the National Council of Education at San Francisco, July 16, 1888.]

Since the school system of a republican state is *for*, *of*, and *by* the people, it necessarily reflects their civilization. Their relations to it are four-fold.

1. They delegate to the legislature power to constitute a system of schools.
2. The legislature constitutes the system, delegating to local boards power to organize and conduct them.
3. The board delegates instruction and discipline to teachers.
4. The people elect the members of the legislature and commonly the members of the board. They also exert a strong direct influence upon the legislature, the board and the teachers. This report will be devoted mainly to the board, and three topics will be considered.

1. *The Constitution and powers of the Board.*—These must depend to a degree upon the organization of the local government. The town system of New England, the county system of the South, and the compromise system of the Middle States and the West materially influence school legislation in those grand divisions of the country. City school systems, however, are in a measure withdrawn from the

state systems, and so are more homogenous than the country schools. All school boards, however, to be efficient, must be clothed with legislative, judicial, and executive powers.

2. *The Selection of Board Members.*—This is an important and difficult problem. The popular-election plan presents three varieties: ward or district election and representation; city election and representation; and a combination of the two. Sometimes the election plan has worked well; again it has signally failed.

The appointive plan presents four species: Appointment (1) by the city council; (2) by the judges of the courts; (3) by the mayor; (4) by the mayor by and with the consent of the council. The first of these sub-plans cannot be recommended, but any one of the others is much to be preferred to the election plan, especially in cities where the last has failed. The great objection to the election plan is politics in one or both of the two forms—partisan politics and school politics. The appointive plan would centralize power and responsibility; and centralization is the idea that underlies the so-called “Federal Plan” of city government.

3. *Mode of Board Administration.*—The board should delegate most of its executive and judicial powers and functions to executive departments, and confine itself mainly to legislation. These departments should be three in number: (1) Finance, Accounts, and Records; (2) Construction, Repairs, and Supplies; (3) Instruction and Discipline. Each one of these should have its own head, clothed with power and responsibility; and these heads should be the board's sole executive agents within the limits of their several departments. These departments should be as fixed and permanent as the executive departments of the state and national governments, and possibly should be created by state law. For the school board of a large city to seek to perform executive duties directly, or by means of its standing committees, is only less absurd than for the state legislature to attempt to carry on the state government in the same way. The board should be a legislature, with very limited executive functions. The superintendent of the schools should appoint the teachers by and with the consent of the board.

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Unless a man is willing to be taught, he is not likely to learn. Whether it is the wisdom of men, or the facts of nature, or the revelation of God, that is to be the subject of a man's knowing, the humble attitude of a learner is equally appropriate and equally essential. They who will not “turn, and become as little children,” are as far from the kingdom of truth as they are from the kingdom of heaven.—*S. S. Times.*

## SCHOOL ROOM RECREATION.

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BY MISS DECIA HAMILTON.

A hackneyed homely expression is "All work and no play makes Jack a dull boy." All improvements in educational systems prove that most of our leading educators realize the truth of the saying, and the tendency of the past few years has been to render educational portions palatable.

By *recreation* we do not wish to convey the idea of uproarious hilarity or abandon of all law and order, neither a settling down into what is by some erroneously considered rest, *i. e.*, an utter cessation of all labor of the hand, the mind, or the heart.

"Rest is not quitting,  
Rest is the fitting  
One's self for one's sphere."

With children especially does this prove true, and we feel that the simple school room recreations herein recommended have the effect of better fitting the pupil for the work in hand and also for attuning his heart and mind to a love for school and study.

We all admit that we do *best* that which we *love* to do, therefore as teachers it is our duty to endeavor to instil into the minds of our pupils, not only a respect for education, but to cultivate so far as possible a love for and pleasure in the school room and all its work.

We were much impressed some years ago by this injunction given in one of our educational journals: "Send your children home with a pleasant impression of the school room."

This we found could be done by singing a sprightly song, (perhaps time may admit of but a verse or two), or the relating of an anecdote, or asking a conundrum either by the teacher or one of the children, or the suggestion of some simple question, say in natural history or science, which would send them away with bright, alert minds, and perhaps furnish pleasant and profitable table talk to more than one family in the neighborhood. Many of the children on returning are eager to give the result of their researches. Of course some will forget to find out any thing—even forget what the question was, but we always find *some* of this indifference or forgetfulness to overcome, but these very pupils may derive some benefit from hearing their school-mates answer, and by a display of tact and kindly patience on the part of the teacher they may be led to hunt up some answers or suggest new questions.

Different exercises according to the advancement and ability of the class may be adopted. Variety in method of recitation tends to increase interest, and develop latent mental resources.

That the lowest primary grades take the lead in these matters, there can be no doubt; but a little higher up in our grades, we are in danger of feeling that our pupils are old enough to apply their minds constantly to substantial book work without any relaxation throughout the whole day.

You may ask where we get the time. Well it is a deplorable fact that clocks run so fast, and that principals will insist on ringing bells on time. This problem of how to get more time in the school room is one we have never yet satisfactorily solved. However, we would venture to suggest the general exercise time, mentioned on our program cards; rainy recesses; Friday afternoon, after literary exercises; or, take a little time after some recitation; or in the middle of a dark gloomy afternoon, when things seem generally dull. Again we have often found that a promise of some such exercise will insure a good recitation, (and we all know it takes less time to hear a lesson which has been well learned), so we would use the time thus saved. If no other time can be procured, skip a recitation once in a long while; or on circus days when so many go to see the parade, the faithful may be rewarded by some such treat as the wisdom and discretion of the teacher may suggest.

But the complaint of young teachers sometimes is that they don't know what to have for general exercise, or that they would like to make them more interesting; so for the benefit of any such, we will draw upon our years of experience in the middle grades and will be happy if we can offer any *practical suggestions*. In view of limited time, these recreations must not be without *aim*, and some thought and preparation on the part of the teacher. They must have for their object the special development of one or more faculties of the child, either mental or physical. Calisthenics, for instance, results in both, for besides producing strength and graceful movements, we've often found them a means of restoring a healthful quiet and desired application to books. Any teacher by a little drill, practice and study on her own part can have some such exercise, and it may be practiced to advantage in all grades.

In the more advanced grades, however, where the horizon of thought begins to broaden and where the stairs furnish considerable physical exercise, some mental gymnastics may be preferable.

*Singing* is always restful and recreative to children, and we doubt not you have all found that singing the capitals of the States is the

most successful method of fastening them in the youthful mind. We have known *some* pupils to sing the multiplication table with a Yankee Doodle chorus, who could never get it in any other way; but the most successful mode of teaching the multiplication table we have found to be that of "popping questions." The boys generally take quite kindly to this, and soon all are satisfactorily engaged. When all are quiet and attentive, the teacher announces  $9 \times 9$  or  $8 \times 12$ , John Johns, (always give name last.) John rises, gives answer, and in the same abrupt manner *he* pops  $12 \times 12$  to Bertha Somebody; as soon as called upon she rises, but if inattentive or slow to answer, hands are raised, and some one else is called upon by the teacher, and Bertha remains standing. The one called upon, if successful, pops the next question. Standing being understood as the *penalty*, and the aim of all to be still seated at the end of the game, adds spirit and interest, and we have always found that pupils dislike much more to be tripped up by a schoolmate than to miss in the old-fashioned way, at the hands of the teacher. Even in so simple an exercise as this, it requires a little tact on the part of the teacher to maintain good order and interest throughout; watching that no wrong answer goes uncorrected, that questions are not confined to a circle of friends, or that bright pupils are favored with all the questions, and dull ones slighted; and right here is a chance for a lesson on thoughtfulness for others.

A plan for mental arithmetic drill is to have desks cleared of everything except pen, ink and one paper. The teacher announces the problem *once*, the pupils arrive at the result mentally, write down *only* the number of the question and the answer. Let two, five or ten questions be given, according to time or character of the problems; let them be like what they have been working but not exactly the same. After this exercise it remains for the teacher to collect, correct and report what percent of the questions each one answers correctly.

Another exercise for small children is the use of a *wheel* drawn up on the board, with the multiplier at the hub and the multiplicands placed between the different spokes. The hub may be changed as often as desirable. This wheel may also be used in addition and subtraction.

Written anagrams proves to be a good exercise in spelling, acquaints children with words, and cultivates the perceptive faculties. A long word is selected, one in which the same letter is not found twice, is written upon the board, and copied on all the slates. When every one in the room understands that they are to form as many words as possible from this one, that no letter is to be used twice in the same word, and that proper names are not to be used, that they must not

make up words which they have never heard, and which mean nothing, at the word "write," the work begins, and it is wonderful how many words can be formed from one. It will be well not to place the word upon the board until after the explanations are given. At the end of four minutes, or after practice, they become expert, *three* minutes is sufficient, the bell taps after which no one is to write a word, but pay strict attention while the first one of a row rises, reads and spells his words. To each word which *he* has that no one else has thought of, he attaches the figure 5, denoting five credits. For each word that any two or more have, *one* credit is given, in case a word is written by every one in the room, they all get nothing on that particular word; so there is no inducement to copy, but each works to get words of which no one else will think. If a pupil has a word spelled wrong, or repeats a word after it has been read, or disobeys any of the rules laid down at the beginning of the game, he forfeits and gets *nothing* on that word. When through, each one counts credits and the one having the highest number by adding the fives and ones together is champion for that game. By a little modification of the plan, this may give delight to very young pupils, and I have seen some well advanced pupils both as to years and scholarship who entered very heartily into the enjoyment of anagrams. Perhaps you've all enjoyed this and other parlor amusements, but didn't think of modifying them into school-room exercises.

In our game of "observation" you will all detect the savory odor of "Hot buttered blue beans, come to supper." This has proven a delight on a rainy day, when no out-door recess could be given, especially if the class be small; allow the children to file quietly into hall or cloak-room, (file with them to secure good order), while one remains in the room to place in sight, *not hide*, some small object, a silver dollar, a shoe buttoner, or a bright card will do. When this one is ready for our entrance he opens the door and we all pass in and stand till we *see* the object; whereupon, we take our seats, being careful not to betray its whereabouts by look, word or sign. The first one who spies the object gets to place it next time, and the fear of being the last standing on the floor causes each one to make good use of his eyes. By this the powers of observation are cultivated, and by it we have been enabled to detect the nearsightedness in children who were too sensitive to admit it otherwise and could therefore make allowance for the defect. Such recreations have a tendency to establish a sympathy between pupil and teacher. We know this to be the case from the fact that on one occasion when our worthy Superintendent went to visit a certain school, he found it in the hall; on inquiry into the cause

of such proceedings, he entered heartily into the project and took part in the next game. Now, *he* never knew it, but from that day he sustained such a sudden rise in popularity in that school as the most indefatigable office labor could not have superinduced.

"Three kingdoms and twenty-four questions" is introduced by a careful explanation, from the teacher, of the three kingdoms, and from which of the three, different articles are produced. Let one take his place in front, and decide upon some article, *only* telling the school to which kingdom it belongs, all other facts to be gained by the most skilful questioning, as the one having the floor is taught to answer the questions evasively though truthfully; the rest are to guess but not until twenty-four questions have been asked, the answers to these questions give a description of what the person has in his mind. Whoever guesses correctly gets the next turn. It may be the bell rings right here, but that turn will be remembered, and like a good book once begun, will be taken up at the first opportunity. By means of this exercise not only the pupils but the teacher oftentimes gains much valuable information.

"I have a word to rhyme with cat," is the signal for and introduction of a definition lesson on which no percent is marked, but in which all in the room except one will be busily engaged in thinking of words to rhyme with cat, and, at the same time, trying to shape a good but not too plain definition—for instance, "Is it a winged quadruped?" While this *one* is busy deciding from the definitions what words are meant, and answering as he guesses, "No, it is not a bat." The one guessing and defining the right word, gets to make the next poetical statement.

An excellent history review is to announce a game of character. One pupil is sent out of the room while those in the room with the teacher decide to let the pupil *without* represent a certain historical character, then invite him in, question and talk to him as though he were the veritable John Smith, George Washington, or Mollie Pitcher, which we have decided upon. This keeps *all* thinking. The honored person must call all his historical lore into requisition in order to discover his identity. When he has done so, some one else goes out.

By way of variety, characters from reading lessons, authors, popular fairy tales, or even real people known to all may be used.

Another language exercise. Allow one pupil to come forward and give a verbal description of some person known to all, and see who in the room can guess who is described.

Last but not least of all, I would mention the popular games of history and geography cards which have proved to be the most pleasant

and lasting method of storing the mind with the collection of facts which must necessarily be there.

In all these exercises the teacher has better opportunities of noticing and calling attention to incorrect pronunciations and expressions, because there is more originality, more of the use of the pupil's own materials, and more freedom in the use of the same than in recitations from books.

We feel sure that all who favor the new education would consider these recreations time well spent.

Only a few minutes each day will serve to leave a pleasant aggregate of happy memories.—*W. Va. School Journal*.

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## TEACHING GRAMMAR.

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BY T. C. KARNS, KNOXVILLE, TENN.

Grammar is the most difficult branch taught in the common schools. Its abstract nature is the first cause of this. Many of its principles can be apprehended only by a well-developed mind. For this reason the study of grammar should be put late in the common-school course, and even then, only the leading principles should be taught. The rest should be relegated to the high school and the college. This does not mean that language culture should be neglected in the lower classes. On the contrary, it should be made more general.

Practice is the road to success in the use of language. When grammar comes properly to be taught, much of the friction usually encountered by teachers may be avoided. In the first place, you will make children hate grammar by having them memorize it. The science of grammar itself is taught, by the wise teacher, mainly through practice. He adopts the inductive plan and leads the pupil to see the principle from the example. It is best to have a good book for a guide—this the pupil should study—but the teacher, by no means, is confined to the book in teaching and illustrating. The true teacher will be so full of his subject and make everything so clear as often to be charged with not making his pupils work. The pupils themselves, when accustomed to the old drudge methods, at first think that they are not learning. However, they soon recognize the difference between thought and the mere forms of thought.

To teach grammar successfully, avoid routine. First, teach the children, in a practical way, to recognize all the parts of speech. Let

them go through sentences and pick out all the names, or nouns; then all the verbs. Afterwards they learn from the instructor's clear teaching to recognize all the parts of speech at sight. Avoid formal parsing. It does little good. All the principles involved can be readily taught in a practical way. Ask questions, such as will bring out the child's knowledge of each principle, but do not waste time in memorizing a set frame-work and order for all these things. As long as the attention is centered on the thought, or the principle, and not on the form of thought, there is healthy and rapid mental progress. "The form killeth but the spirit maketh alive."

Analysis can be very easily taught to pupils who are properly advanced, provided the teacher is practical and avoids set forms. Don't think of confining your instruction to the book or to the examples given. Make any number of examples of your own and have your pupils do the same. Take the subject and predicate first and to these build all the rest, little by little. The book, even, is not necessary. The qualified teacher can often instruct better without it.

Analysis is much more important than parsing. The parsing exercise is more useful in the study of Latin and Greek where translation is the object. In these languages the words are much more inflected in order to express grammatical relation, and the drill in parsing is, in some degree, necessary to give a proper familiarity.

Much of the machinery of the old grammars can be very profitably dispensed with. Teach the pupil to recognize principles all the way through. When he so understands language that he can recognize all the fundamental principles that govern it, that is enough, even if he can't parse in regular form or give the number of a single "rule." Of course such a knowledge of the technical nomenclature of grammar should be acquired as will enable the pupil to express his grammatical ideas with clearness and precision. The great point to be kept constantly in mind is, that we want facts and not forms.

A fair knowledge of grammar is quite necessary to a clear appreciation of the principles involved in punctuation, though punctuation is, by no means, to be neglected till the pupil has studied technical grammar. Punctuation should be taught with the first sentence that the pupil ever writes. There are teachers by whom this is not always done and some of us are obliged to teach pupils who come from them, to punctuate, after the grammar has been studied. Facility in punctuation, like all other genuine acquirements, is gained by practice. I do not spend much time in having my pupils recite rules for punctuation. Suppose I have a class of twenty boys. I tell each to bring

paper and pencil to recitation. I begin with those rules which embrace the most commonly occurring punctuation. They are about periods and commas. I dictate a sentence illustrating the first rule and have every pupil write it. The sentence is not the one given in the book but its construction is the same. I then have a certain boy read what he has written, calling each mark of punctuation as he comes to it. All compare and correct at once. The pupil is then required to explain the reasons for his punctuation of the sentence. His explanation must embrace the substance of the rule. This is all the "learning of the rule" that I want. Anything further would involve a waste of time and be worse than useless. We proceed in the same manner through the lesson. My pupils do not find such study irksome. It is delightful work. I pass around among them and suggest to one a better arrangement on the page; to another, a correction as to capitals; to a third, that he try to write a better hand; to a fourth, a better way to paragraph. We correct everything on the spot and get the good of it. There is no stack of papers to be corrected at night in red ink and handed back next day to pupils who never look at them. Teachers, if you ever have imposed such senseless drudgery upon yourselves, stop it now and forever. Do I take up my papers? Yes, certainly, and, in a general way, glance over every one of them. If I notice any characteristic mistakes not yet corrected, I call attention to them the next day, and all the class have the benefit. I look over the papers of a large class in a few minutes and do not hand them back. Now and then, I may have a special paper written, which I correct carefully and hand back, but then I take extra time from recitations to criticise and call attention to mistakes. My pupils improve rapidly in their ability to write English correctly, and besides they find the work pleasant. Most of them soon write beautiful papers. The matter is properly arranged on the page. The paragraphing and all those things usually neglected, but which are so necessary to the beauty and finish of the composition, are carefully attended to. My pupils learn to do by doing, and at the bottom of all lies a correct knowledge of the principle.

I may add much more about what I conceive to be a correct method of teaching English Grammar, but I hope I have said enough to indicate the general plan. Yet, with all my care, I fear my class would make a poor show if submitted to the examination of one of the old-time "grammar grinders." They could not parse. They might answer my questions about the principles involved, but could not run through the form. They would probably fail on several of the learned technical terms. They could not repeat "Rule VI" nor "Rule XLIX"

nor even "Rule I." All the "Orthography and orthœpy" at the first of the book and the "Prosody" at the last of the book they may have skipped. They don't know it; but *they do know how to write good English.*—S. W. *Journal of Education.*

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## A TEACHER'S DUTY TO HIS SUCCESSOR.

PRESIDENT W. H. PAYNE, PEABODY NORMAL COLLEGE, NASHVILLE,  
TENNESSEE.

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In a recent article I called attention to the duties we owe to our predecessors in office, and the reader's attention is now called to another phase of this general subject.

It may seem a curious remark to make, but it requires no little magnanimity to be heartily and thoroughly benevolent to one's successor; to wish him well, and to take active measures to insure his success. Is there not too often a malevolent pleasure in noting the misfortunes and misadventures of the one who has presumed to follow in our footsteps? How this fortifies our conviction of our own superiority, and, perhaps, punishes the presumption of aspiring to our place! Something of this feeling is almost inevitable in cases where one has been unjustly treated, and in those occasional cases where a succession has been secured by dishonorable means. Then a feeling of resentment inclines us at least to look with complacency on what seems to be the natural rewards for treachery.

Need it be pointed out that even in these worst cases any shade of hostility to one's successor is unworthy of a true man? What is it to connive at failure in such cases? It is not merely to punish an enemy, but to afflict a whole community. Such revenge may be sweet, but at what a price it is bought! Innocent children must suffer in order that an aggrieved teacher may be avenged!

It has been assumed that a teacher may be decisively helped or hurt by the intervention, friendly or sinister, of his predecessor. This power must be acknowledged, and I would counsel that it should always be used for benevolent ends. Some modes of doing this will now be suggested.

1. On vacating his place a teacher should place all necessary information relating to the school within easy reach of his successor. Records, class books, programs, and courses of study should be preserved in accurate form so as to put the new teacher in prompt possession of all the important facts of the school organization.

2. It would be a most commendable practice for retiring teachers to give their successors a formal welcome, thus giving them the advantage of their good will. In business successions the good will of the seller is a matter of negotiation and has a recognized money value ; it retains patronage and has the attributes of actual capital. On the contrary, a seller's ill will alienates patronage and obstructs business. So a new teacher has a sort of natural right to the good will of his predecessor, and he should inherit the kindly feeling of parents, pupils, and friends. I have known cases where the old teacher has given a formal reception to the new, thus making a transfer of good will and kind offices. I think this custom is quite common among clergymen, and it is a fine example of christian magnanimity and brotherhood.

3. A new superintendent's prospects have sometimes been ruined by the malevolence of his assistant teacher who seemed to fancy that loyalty to an old friend demanded disloyalty to the new. I have known instances in which revolt has been fomented at long range by a retired superintendent. His partisans in the school were encouraged to circumvent and undermine the new administration. On the principle of contrast, the glory of the old is heightened by the failure of the new.

These illustrations plainly show what ought not to be done, and I trust they suggest the course that an honorable man would pursue. There may be cases where the express commendation of one's successor is not to be demanded, but at least the neutral ground of silence should be maintained. Here as elsewhere, we shall not go amiss if we shape our conduct by the Golden Rule.—*S. W. Jour. Education.*

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## TARDINESS.

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BY FLORENCE C. SLACK.

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Tardiness, like whispering, is the curse of many schools. Only a few learn how to abolish it from their schools. It seems to be an art which cannot be taught like those of a mechanical or manual character. Yet much can be learned by those who wish to improve themselves in this part of school management.

Tardiness can be much diminished by making the opening exercises more interesting.

Routine is repulsive to children. They like new things. The prosy repetition of set formulas, and the reading of what is not understood, are certainly objects of disgust. The greatest interest can be excited

in a class of pupils by saying, "There is something in this box which you have never seen, but which you have wanted to see. To-morrow morning at the opening of the school, I will show it to you, and you can all look at it as much as you please."

It is certain few members of the school would be absent under such circumstances. While an opening exercise cannot be made in this way an object of curiosity, yet it can be made an object of interest. The charm of novelty has great attractions. It is next to the power of curiosity. The same manner of opening a school need not be followed daily; in fact, these exercises should be varied.

Tardiness can also be diminished by making the standing of the school an object of pride on the part of the pupils.

The perfection of a school consists in four particulars: Punctuality, Attendance, Scholarship and Deportment. Some teachers have punctuality and attendance cards. The display of one or more of the cards constitutes a source of school pride. By skillful use of the punctuality card the force of a whole room can be brought to bear upon a few careless scholars who are most frequently tardy.

And then again, tardiness can be diminished by influencing parents to prevent it. Personal visits to parents is the best way. This is a troublesome and often a very self-sacrificing method of treating the difficulty, but it is a very effective one. Parents sometimes are not aware of the injury tardiness causes a school. To them it is a matter of little consequence whether their children are at school at nine or fifteen minutes past nine; but when it is made plain that the success of the school depends upon having all its members on hand at the proper time, they will exert themselves to start their children in time. It brings to bear upon the tardy one a force at each end of his line—the house end and the school end. When a scholar knows that the parents co-operate with the teacher and approve his course, most of the danger of insubordination on his part is obviated; but if he understands at home that it is a matter of indifference whether he is tardy or not, he is not likely to exert himself to be in time. Teachers making such visits should first request, then explain, then urge parents, and if this does not secure their sympathy and co-operation, they should personally appeal to their better judgment and sense of duty.

Tardiness can be much lessened by reading, each morning at the opening, a part of a continuous story or history. It must be interesting. This is essential: but it must be more—it must contain elements of instruction. An exciting story *should not* be read. It may easily create a depraved taste, or excite a love for the sensational. In these particulars it would do harm, so no reading should be more carefully se-

lected than that which is presented at the opening of the school when the children are fresh and easily susceptible to permanent impressions. The lives of Alexander the Great, Peter the Great, Grant, Washington and Garfield, or incidents in Revolution or Civil war, afford abundant sources for the selection of most valuable materials. These readings must not be long. Usually ten minutes should be the limit, unless the story be *intensely* interesting, then five will be long enough. It is best to stop, I think, in the most interesting place, leaving the hearers in a condition of great curiosity as to what is to follow. If this plan is wisely pursued, it will be found an element of great benefit, for these stories can be made the basis of conversations and written language lessons.

There are several other ways by which tardiness can be prevented, among which the following have been successfully tried. A small illuminated card can be given at the close of each week to those who have been punctual.

The subjects of school work that the pupils like best come first in the morning.

Those who have been punctual for a certain time may be excused an hour earlier on Friday afternoon.

In general, the price of punctuality, like liberty, is eternal vigilance. When the teacher becomes careless the pupils instantly catch his spirit. Do not scold; never threaten; never hold up delinquents to ridicule, or make them objects of contempt. Let all methods be encouraging and positive. Do not think when you have brought your school almost to perfection in this particular you can relax your efforts. That is when you will need more than ever to be on the alert.

Tardiness is an omnipresent enemy, appearing in full vigor at the very time you are most certain it is dead. — *W. Va. School Journal*.

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## OPPORTUNITIES AND RESPONSIBILITIES.

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BY J. E. WILLIAMS.

Evolution means development of a new life. It does not mean to create a new life, but to develop it after it is created; to give it increased energy and increased vital force. It is a subject so deep, so broad, and so long that we may be pardoned for omitting to discuss every aspect or phase pertinent to it. We will not even have space to discuss its entire aspect from the professional teacher's standpoint.

The professional teacher views every subject from the standpoint of developing a perfect man. No professional teacher will admit the right of any school to send out a one-sided man. The professional teacher views every minutia and detail of process from this high standpoint. They say that no one is entitled to be called a good scholar until his education of both matter and spirit is complete. That, if either of these properties belonging to his humanity is left undeveloped, he lacks "balance." Now, "balance" is one of the foundation pillars supporting a good education. And why? Simply because if it is not developed by a system of training which, in all cases, requires rule, it is sequestered by neglect until it is practically dead. To sum it all up it is simply this, if the spiritual part of our humanity is not developed in proportion to the mental part, then the spiritual part, although seemingly there, is practically without vitality and energy. He is a mental man, not an educated humanity. Yea, more, he is in fact a deformed specimen of humanity, and by no means a perfect man. Is it not practically impossible for any workman, no matter how skilled he may be, to make a perfect thing of any kind, if he puts all his labor upon one side of the material?

Now, the evolution taught by nature and the Bible is this, "That new life can only come by a creative act, but that a developed power may come by contact with another life having vitality and energy." This law holds true, no matter to which of the kingdoms you apply it. Evolution may also be called "growth," since it disclaims to be the author of any creation. Now, we think many teachers mistake "work" for "growth." That is, if his pupils work hard he accepts it as a proof that they are growing. Now, we think this may be true, or it may be false. There are most certainly two distinct processes going on when a pupil is growing. If he is growing it is certain that he has been working, but it is possible for him to work without growing—that is, in the sense of developing an increased mental or spiritual power which alone can be called evolution, or conformity to a higher and better type. Receptivity is a condition precedent to growth. By receptivity, or mean condition, a body organic, inorganic, or spiritual must first be brought to a certain condition before it is possible for it to grow. This condition must be such as to enable such body to receive the elements of its environment. Then it must be brought into contact with such environment as will, when received and assimilated, build it up. At this stage it is only possible for it to begin to grow, so this process must be kept up during the entire process of development.

Now, the object of work is to prepare the body for the reception of

these needed elements, and to bring it into contact with such environment as may contain these elements in quality and quantity. But now remember that the real growth or building up is the result of an entirely different process. The body is just ready to begin to develop. It assimilates or appropriates these elements to itself by a certain very mysterious process, which we call *digestion*. So we see that work is no more growth than eating and drinking. One is the preparation, the other the process. This law holds true, apply it where you may. It can now be seen that there are other things quite as important as work in the process of evolution. Work, active unceasing work, is necessary as a preparative measure. But the growth can never come unless it is placed in contact with a suitable environment. Suppose, for instance, you should labor with all your might for a whole day to open a cave, expecting to find bread to satisfy your appetite, but instead of bread you find arsenic. Do you suppose that that work will make you grow? True, the labor of digging prepared you to receive the element that would have contributed to your growth, but you found something instead that you could not digest or assimilate; besides if you should attempt such a thing it would be certain death, unless you followed it up with an antidote. Here, the bread or the arsenic would be a part of your environment, so this holds true all along the line. It proves that the pupil may work, and work hard, too, and still not grow. Now, take a plant, for instance. In the seed is the germ of life. You place it in the ground, it is now in contact with an environment that will bring it to the surface, and no farther. It must then come in contact with air of a proper temperature, and sunshine; still, as it develops upward, it must still remain rooted and fixed within its first environment, else it can never utilize, or even appropriate any of the elements of its new environment. Sequestration sets in the moment that you take away either of these elements forming its entire environment. Take a child, the highest type in the organic kingdom; does he not grow by appropriating and assimilating the elements of his environment? Can he grow, if you deny him the privilege of a contact with an environment such as he is capable of receiving or assimilating? Is it not plain, then, that since his mind and his soul is a part of this humanity, that it or they must be under the same law? This is the positive teaching of science.

Let us ask that other witness—the Bible. “By the sweat of your brow shall you earn your bread.” Paul may plant, Apollos may water, but God giveth the increase. The husbandman prepares the ground and sows the seed, and then waits patiently for the har-

vest. Then in the spiritual realm it asserts the very same law: "Prepare ye the way of the Lord; make his paths straight." "Circumcise your heart." "Repent." "Believe," these are preparative acts. But what does it say of the growth? "Be still and know that I am God." "The wind bloweth where it listeth, ye hear the sound thereof, but canst not tell whence it cometh or whither it goeth; so is every one that is born of the Spirit." Both of these great witnesses harmonize in evidence as to the truth of this fact. Again, it must be noted, that since growth is spontaneous after the receptivity and environment are provided for, that you cannot force a growth of anything. The limit of your effort is reached whenever you have plowed the ground and sowed the seed. It needs no argument to enforce this doctrine. No physician has any prescription for growth.

Now the other witness says: "Which of you by taking thought can add one cubit to his height?" "Behold the lilies of the field (not look alone at the lilies because they are beautiful but to see how they grow, and learn a lesson), they toil not—that is, they do not try to grow—yet your Heavenly Father feedeth them."

We could multiply proof upon proof from the evidence of both of these witnesses, that this is the true theory of a natural evolution. It is just as absurd to try to make a thing grow as it is to attempt to make the tides come in or go out faster, or the sun to rise or set sooner or later, or the winds to blow at a greater or less speed. Your whole duty both to God and man is complete when you have prepared the soil and sowed the good seed. The balance of a growth or evolution you dare not attempt to control, for it is governed by an inimitable law of God, over which you have no control. True, you may prevent evolution by neglect, refusing to plow the ground and to sow the seed, in which case degeneration will take the place of evolution, as we have heretofore shown. Again, you may contravene this law in a positive way. Even after the ground is prepared, by sinfully sowing the seeds of degeneration. "The wages of sin is death," which is degeneration.

We have met teachers who condemn themselves because their pupils do not seem to grow. They never stop to think that growth is always a mysterious something that they can never see. True you can tell that there has been growth of *body*, *mind* and *spirit*, but this is to be determined by the fruits. This is especially so of a spiritual growth. Christ said, "That which is of the flesh is flesh and that which is of the spirit is spirit;" but he also said that "if we sow to the flesh we shall reap corruption, but if we sow to the spirit we shall reap life everlasting." Also, "By their fruits shall ye know them."

Now, how are we to tell whether degeneration or evolution is the product of our teaching until we see the fruits? The only hope we can possibly have as to the harvest is our confidence in the condition of the ground when the seed was planted and in the quality of the seed which we sowed.

Now, as environment is such a very important factor in our growth, let us consider that a little. By environment we mean the various elements that surround a body. The teacher, whether conscious of it or not, is a very important element in this environment. The pupil, whether conscious of it or not, is hourly receiving and assimilating every principle that is presented to him by that environment. Suppose the teacher is taking a contagious disease; the pupil receives and assimilates the germs of the disease, because it forms a part of his environment. Now the teacher and pupil are both unconscious of this process, yet the effect is certain. Just as certain as though both had deliberately planned it. This law holds true as to any other quality of the environment presented to the pupil by the teacher. Contact means contagion. Like begets like. "As in water face answers to face, so the heart of man to man." If a teacher supposes that he can carry a vicious and depraved nature into the school room and not inoculate his pupils by it, he certainly deceives himself. A vacuum is a thing unknown to head or heart. Both must be filled by something. Both are always, during our conscious moments, in a receptive condition to receive something. That something is always determined by our environment. If the environment is good, then good is received, if evil, then evil is received. Now if it is once received it is almost sure to be assimilated. The best of us cannot wrestle with a pot without getting more or less soiled. What must we expect of the innocent child who is unconscious of such evil in his environment, and has no training in the mode of refusing to receive and assimilate evil when it is presented by his environment. In such case you have sown the seed of degeneration; you can not, by any possibility, escape the responsibility. God and nature can neither be cheated nor mocked. If you sow to the wind you can only expect the whirlwind. Never forget that you, as well as your pupils, are human. Both are amenable to the immutable laws of nature and God. There are only two possibilities open to you as well as to them. No impure fountain ever yet sent forth pure water. If you are degenerating, so surely you will infect your pupils with it. If you are growing, they will grow by contact with you. This is an inevitable and imperious law of our being. You must first purify self if you

would elevate your fellow man. We have heretofore shown that you can not avoid teaching something ; even the falling of a leaf, if it attracts attention, teaches something ; by how much more will you teach, think you, when you are in continual contact with one who looks up to you as a model of perfection. What an *awful* crime it is for any one to beguile and mislead an unsuspecting child, sowing the seeds for its destruction while it is putting its faith in you to lead it into the pathway of a higher life.—*W. Va. School Journal.*

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## PEDAGOGICAL CHAIRS IN COLLEGES AND UNIVERSITIES.

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BY B. A. HINSDALE.

[Paper presented to the Normal Department of the National Educational Association, San Francisco, July 20, 1888.]

The subject of this paper is not pedagogical instruction or even Pedagogical Chairs in general, but such chairs in Colleges and Universities. The existence of such Chairs in Germany, in Scotland, and in the United States creates the presumption that they are not due to ignorance, but to intelligent, conscious choice. They may be vindicated both on theoretical and practical grounds. Of the first, these may be urged :

1. So long as the University investigates and teaches the ideas, habits, customs, and religions of the lowest savages, it is hard to see why it should not do the same for the educational ideas, theories, systems, and methods of the most civilized nations.

2. One function of the University is research, another is teaching ; it makes the first the subject of investigation and teaching ; why not the second ?

3. Education is a science belonging to the moral group ; and so long as the University teaches the other sciences of the group, it cannot pass this one by without discrediting its own work and virtually denying its own name.

4. Education has a history that should be made a part of general culture ; much more should it be made a part of the professional training of teachers.

The practical arguments may be thus grouped :—

1. The scientific investigation of teaching, even if no immediate attention were paid to the art, could not fail to advance the art.

2. University professors hold their chairs by reason of their ability as teachers, as much as by reason of their learning; and nowhere else may the science, history, and art of teaching be taught so properly as where the art flourishes in its highest forms.

3. The conditions of pedagogical study are the best that exist anywhere; a varied curriculum; teaching of a high order in all branches of liberal, and many branches of technical study; the library; and a learned and cultivated society.

4. A third function of the University is to furnish society with teachers; and this it cannot do unless it provides professional instruction.

5. The Pedagogical Chair and the teaching profession need the strength and recognition that the University will give them. Teaching needs this recognition, and is entitled to it as much as divinity, law, and medicine.

6. Teachers are but few of the whole number of persons interested in the subject. All persons need instruction in the education of children.

The argument is reinforced by the study of the history of the Mediæval Universities in which the Bachelor, as well as the Master, was required to teach. This is now impracticable; but the University can furnish professional training.

The nearer the College comes to the University standard of work, the more these arguments will apply to it, as well as to the University.

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## WHAT CONSTITUTES SUCCESSFUL TEACHING.

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1. A teacher should have a good mental outfit. He should be well informed, and to his stock of information there should be daily additions from varied sources. He should especially read books and papers devoted to educational work. Better read too much than too little.

2. Discipline in a school must be maintained at any cost. The teacher must be master in the schoolroom. Theoretically, one may be opposed to corporal punishment; practically, he need not express a positive opinion. But the teacher must control the school.

3. The teacher must be persistent in exacting thorough work. A careless oversight on the part of the teacher does not tend to exact-

ness on the part of the pupil. Vigilance should not be relaxed nor what are termed small things be overlooked.

4. All mathematical problems, however simple, solved by the pupils, should be explained by them, that the teacher may be assured the problems are thoroughly understood.

5. The teacher should avoid telling the pupils too much when questioning them. They should be compelled to depend upon their own ingenuity and draw upon their own resources as much as possible. It is thus they receive benefit, and grow in mental power.

6. In giving directions to his pupils with regard to work to be done, the teacher should not find it necessary to repeat. The pupils should be disciplined in the matter of giving quick and intelligent attention to every remark made to them by the teacher. So valuable time is saved and a good habit cultivated.

7. Very long lessons should not be assigned. Better too short than too long. When very long, the preparation cannot be thorough. Parents are largely to blame for the fault of long lessons. Too many of them have the idea that getting through a book is equivalent to mastering its contents. But the teacher should go slow enough to do thorough work.

8. In questioning pupils, the teacher should be patient. Give them time to comprehend the question in every instance. Put it in a different form only when assured that the first cannot be understood. The art of questioning is a somewhat difficult one to acquire, but is of very great importance. A question may suggest the answer, or it may be so obscure as to confuse the pupil. The former error is most common and should be especially guarded against.

9. A teacher should not talk too much in the schoolroom. He should not talk much about discipline, and the children should do most of the talking about the lessons. He should also be very judicious in according praise or blame. Compliments should not become cheap, nor should censure be too harsh.—*Educational Review*.

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## STATE BOARD QUESTIONS.

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(Used in the examination of teachers at the last meeting of the Board.)

### ARITHMETIC.

1. A field in the form of a trapezoid, 64 rods long, has its ends  $56\frac{3}{4}$  rods and  $37\frac{1}{2}$  rods, respectively. It was sold at \$62.50 an acre. The buyer, having no money, borrowed the necessary sum

at a bank for 75 days, discount  $7\frac{1}{2}$  percent. Find the face of the bank note. \$1,197.565.

2. A note bearing ten percent interest, dated March 1, 1888, due in 3 months, brought \$1,226.53 when discounted May 10, 1888, at 6 percent. Find the face of the note. \$1,200.

3. A jeweler bought gold at \$175 a pound and sold it at \$13.50 an ounce, both transactions by Avoirdupois weight. How many pounds Troy were in the gold, if he gained  $\$312\frac{1}{2}$  by the fraud?  $9\frac{1}{4}$  pounds.

4. A bin, in quarter-cone shape, has an altitude of 9 feet. If it holds 20 bushels, 2 pecks, and 4 quarts of grain, what is its slant height? 9.5877+feet.

5. The earth from an excavation 18 feet long, 15 feet wide, and 8 feet deep, was spread evenly over a lot in the shape of an equilateral triangle, the side of the triangle being 80 feet. To what depth was the lot covered? 0.7794 feet.

6. A rectangular field contains 17 acres, 10 square rods, and 2 25-48 square yards of land. If it is  $45\frac{1}{4}$  rods wide, what is its length? 60 $\frac{2}{3}$  rods.

7. Grain was sold and the proceeds invested in groceries, commissions  $4\frac{1}{2}$  percent for selling and  $2\frac{1}{2}$  percent for buying. If the whole commission was \$560, what sum was invested in groceries? \$7640.

8. A banker bought a note of \$3,500, due in one year, interest 3 percent semi-annually, at a certain percent of its face value. If he made  $15\frac{8}{15}$  percent on his investment, what did he pay for the note? \$3,225.

9. A speculator bought a number of doubtful bank notes at a discount of 25 percent, brokerage  $1\frac{3}{8}$  percent. Notes amounting to \$225 proved worthless, but by selling the rest at 95 percent, brokerage  $1\frac{1}{8}$  percent, he gained \$138.78 $\frac{1}{8}$ . What amount of notes was bought? \$2,000.

10. The surface of a rectangular block contains 12 square yards. Each end forms a square, whose diagonal is 4.24264 feet. Find the length of the diagonal of the block. 8.617 feet.

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GRAMMAR.

1. What is language? What do you believe the most effective way of teaching the correct use of language?

2. What are the distinctive features of our language?

3. What are pronominal adjectives? Write two sentences, each containing a pronominal adjective.
4. What two ways of denoting possession? Write sentences in illustration.
5. Define a complex sentence. Write two such sentences which shall be complex in the predicate.
6. Diagram the following sentences: We all desired him to be our leader. To propose differs from to purpose.
7. Write two sentences, each having an adverbial predicate. Diagram: The pupils just entering the room seem to be in good health.
8. What is false syntax? Diagram: Let they who raise the spell beware the fiend.
9. What is an abridged sentence? Write sentences illustrating the different methods of abridging clauses.
10. What is the difference in meaning between "If the times are propitious, we shall succeed," and "If the times be propitious, we shall succeed?" In what mode or modes are the verbs in these two sentences?

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GEOGRAPHY.

1. Name the rotary velocity of the earth at the equator. At the poles.
2. Name what lands are separated and what waters connected by the following straits: Davis, Hudson, Magellan, Behring, Bosphorus and Dardanelles.
3. On what waters would you sail in going from Chicago to St. Petersburg?
4. Define ecliptic, zodiac, meridian.
5. Of what do the British Isles consist? The British Empire?
6. Of what does the German Empire consist? Name four of the most noted kingdoms of the empire, with their capitals.
7. Name the principal rainless regions of the world. Tell why they are so.
8. Locate and describe the National Park.
9. What differences in climate between the South temperate zone and the North temperate zone, and how accounted for?
10. Account for the dense fogs seen off the coast of Newfoundland.

PHYSIOLOGY.

1. Give reasons why the State should require instruction in physiology in the public schools.
2. Give the chemical composition of the bones, and describe the structure of the muscles.
3. Name the different digestive fluids, and state the purposes they serve.
4. Give the composition of alcohol. What is the effect of alcohol upon digestion? State the effect of alcohol upon the heart.
5. Describe the formation and action of the heart.
6. In what way is the air changed by respiration? What constitutes good ventilation? How can it be secured in the school-room?
7. What should be the size of a schoolroom to accommodate fifty pupils? How much cubic space and floor space should be allowed to each pupil?
8. Describe the brain.
9. What is the function of the cerebellum? What are the functions of the spinal cord?
10. Name the different parts of the eye. What is myopia? How can it be remedied?

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HISTORY OF THE UNITED STATES.

1. What historical biography was written by Chief Justice Marshall? Say something about the historical writings of Bancroft, Hildreth and Parkman.
2. Define the terms *Federalist* and *Anti-Federalist*, as applied to the first political parties.  
What parties, what candidates, and what issues in the Presidential election of 1844?
3. What boundary disputes delayed the adoption of the Articles of Confederation by the states? What states at this time had definite western boundaries?
4. Name two Massachusetts and two Virginia representatives in the Congress that adopted the Declaration of Independence. What state was the first to adopt the Constitution? Which of the seceded states was the first to pass a secession ordinance?
5. Where and when did the Convention that framed the Constitution meet? Who was the presiding officer? Name three important compromises agreed to by the Convention.
6. The admission of what state gave the Free States a permanent majority in the Union? Name the then Free States. What is

noteworthy in the manner in which West Virginia was admitted into the Union?

7. Did the Louisiana purchase include Oregon Territory? Explain fully.

What was the "American System," as advocated by the Whig party?

8. When and where was the first Bank of the United States chartered? Give its history, and that of its successor. Connect the names of Jackson and Tyler with the Bank controversy.

9. Under what authority did President Lincoln issue the Emancipation Proclamation? In what year was Article XIII of the Constitution adopted? Why was not the Emancipation Proclamation sufficient?

10. Why was President Johnson impeached? Why was the Electoral Commission appointed?

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CIVIL GOVERNMENT.

1. State the distinction between the Government and the state. What are some of the obligations of a good government?

2. Explain what is meant by the "Magna Charta" and the "Bill of Rights."

3. Describe the different forms of government that existed among the colonies prior to the Revolution.

4. What effect did the Declaration of Independence have upon the political character of the American colonies?

5. Give a brief history of the adoption of our present Constitution.

6. State the object and the more important provisions of the Ordinance of 1787.

7. Name the different departments of our government, and state the function of each.

8. Describe the process of naturalization.

9. Give the required qualifications of President, and U. S. Senator. Describe the manner of electing a President of the United States.

10. How may the Constitution be amended? What amendments have been made since 1860.

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READING.

1. What is meant by the phonic method of teaching reading?

2. Name the essential qualities of good reading.

3. Give, in brief, your method of conducting a class in the Fifth Reader.

4. Indicate the correct pronunciation of the following words : Inquiry, extant, recess, alternate, sacrifice, and patriot.

5. What supplementary reading would you suggest for a class in the Third Reader? In the Fifth Reader?

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PSYCHOLOGY.

1. What is Psychology? How does it rank among studies? What works have you read on this subject?

2. What is the difference between memory and imagination? Suggest some methods of cultivating the latter.

3. What is a faculty? How may the power of a faculty be increased?

4. Of what special advantage to the teacher is a knowledge of psychology?

5. When may a course of study be said to be founded on philosophical principles?

6. What is the difference between the *practical* and *pedagogic* value of a study?

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THEORY AND PRACTICE.

1. What works have you read on this subject?

2. Which of these works do you think best, and for what reason?

3. State what you deem some of the most important elements of good teaching.

4. What are some of the most striking of Pestalozzi's views on education?

5. What do you believe to be the best and most efficient means of governing a school?

(Continued next month.)

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NOTES AND QUERIES.

A word of explanation is due to some of the contributors to this department. Owing to expected absence of the editor, the matter for the July number was prepared for the printer a few days earlier than usual. Hence the failure of a good many contributions subsequently received to gain recognition. We hope that henceforth all these matters will run in their accustomed channel. School has begun again. Send in your contributions.

SOME ADDITIONAL ANSWERS.

Q. 12, p. 225.—The first two lines mean this: The thunder clouds close o'er it, when which (are) rent, the earth is covered with

other clay, etc. "Which" is a relative pronoun, whose antecedent is clouds, and the subject of the dependent clause, "when which (are) rent." This clause has a double office, being an unrestrictive modifier of "clouds," connected by "which," and a clause of time modifying "is covered," connected by "when." H. E. M.

Q. 1, p. 272.—If quiet is what you desire, give them chloroform.  
*Harper, Kansas.* J.

Strichnine would be more effective.—Ed.

Q. 4, p. 272.—When the sun is on the tropic of Cancer, by virtue of the earth's decreasing diameter every point of said parallel as viewed from the sun (except that immediately under the sun) will have a curvature to the north, and the farther a point be east or west of the sun the more directly will the sun's rays shine on it from the north. C. H. LUKENS.

#### QUERIES.

1. What is the best way to teach Civil Government in common schools? M. S.

2. I want a book containing information on general subjects not usually taught in common schools, and suitable for pupils from six to twelve years old. Where can I get it?

*Oneida, O.*

MARY C.

3. What was the origin of our present system of currency?

*East Liberty, O.*

IGNORAMUS.

4. What is Kauri gum? It is mentioned in the Eclectic Geography, No. 3, as a product of New Zealand.

U. G. GORDON.

5. Why was the District of Columbia so named?

J. D. M.

6. Find the price of eggs per dozen when two less for 12 cents raises the price 1 cent per dozen.

E. M. H.

7. A note of \$300 bearing 8 percent interest, is dated April 1, 1885, and due April 1, 1889; how much should I pay for it, Feb. 1, 1888, that I may receive 10 percent on my investment? L. G. T.

8. A and B form a partnership for 12 months. A puts in \$300, and B \$1,000. At the end of each three months A puts in \$100, and B takes out \$100. At the end of the year the firm is worth \$1,040. Divide it between them.

U. G. GORDON.

9. There are two numbers whose product is to eight times their difference as three is to five, and the difference of whose squares is eighty. What are the numbers? J. E. PENDERGRAST.

10. They may learn language grammatically *all the same*. Dispose of words in italics. U. G. GORDON.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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A writer in the *Popular Science Monthly* deplotes the decay of individuality in American society, and finds the cause in the dead level to which all are reduced by the system of grading in the public schools. It is claimed that the "system" turns out graduates with minds all cast in the same mold, and prevents the working out of the law of evolution.

The common school is a great leveler, but it levels up, not down. Where only the few are educated, they are distinguished by contrast with the uneducated masses; but where universal education prevails, class distinctions disappear, and this is what troubles some people.

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### IN WEST VIRGINIA.

In obedience to a call from State Superintendent B. S. Morgan, we spent the last two weeks of June in two of the special Peabody Institutes in the State of West Virginia. The first was at Parkersburg, the other at Clarksburg. These are called Peabody institutes because supported from the Peabody Fund. Each was designed for the benefit of the teachers of the county in which it was held, and was under the immediate management of the County Superintendent. (The people of West Virginia are wise enough and enterprising enough to have county superintendents.) The Peabody Institutes as well as the regular county institutes are under the general direction of the State Superintendent, officers and instructors reporting directly to him, and instructors receiving their compensation through him.

There was nothing in the work done or attempted in the two institutes named to distinguish them from the average Ohio institute. Dr. W. H. Payne, Chancellor of the University of Tennessee, and the writer were the instructors. Dr. Payne's principal topics were School Organization and School Government, The Art of Teaching, Applied Psychology, and The Value of Studies. His work throughout was a model of good teaching—characterized by simplicity and directness of style, clearness and accuracy of statement, and great patience and persistence in holding himself and his pupils to the theme in hand.

A provision of the West Virginia school law makes attendance at the institute compulsory. A careful record of the attendance of each teacher is kept, and at the close of the session each is furnished with a certificate of his attend-

ance. This he must present as a condition of examination for a certificate of qualification to teach. Without attendance at the institute or an excuse for absence satisfactory to the county superintendent, no teacher is admitted to the examination. This, of course, secures full attendance. Though the two institutes above named were held in wheat harvest, there was a full attendance from first to last.

West Virginia has an excellent school system and is pushing rapidly to the front in educational matters. We were particularly impressed with the vigorous life and zeal everywhere manifested. State Superintendent Morgan seemed omnipresent, mingling with teachers and people and inspiring all by his own earnest spirit and his deep concern for the cause.

We were particularly pleased with the cordiality—the good fraternal spirit manifested by all with whom we came in contact. The teachers of West Virginia are a whole-souled people.

### TEMPERANCE INSTRUCTION.

The following is the text of the statute, recently enacted by the Ohio Legislature, concerning instruction in the common schools of the State as to the nature and effects of alcoholic drinks and narcotics :

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the nature of alcoholic drinks and narcotics, and their effects on the human system in connection with the subjects of physiology and hygiene, shall be included in the branches to be regularly taught in the common schools of the State, and in all educational institutions supported wholly or in part by money received from the State; and it shall be the duty of boards of education, and boards of such educational institutions to make provisions for such instruction in the schools and institutions under their jurisdiction, and to adopt such methods as shall adapt the same to the capacity of the pupils in the various grades therein; but it shall be deemed a sufficient compliance with the requirements of this act if the provision be made for such instruction orally only, and without the use of text-books.

SECTION 2. No certificate shall be granted to any person on or after the first day of January, 1890, to teach in the common schools, or in any educational institution supported as aforesaid, who does not pass a satisfactory examination as to the nature of alcoholic drinks and narcotics, and their effects upon the human system.

SECTION 3. Any superintendent or principal of, or teacher in any common school or educational institution supported as aforesaid, who refuses or willfully neglects to give the instruction required by this act, shall be dismissed from his or her employment.

SECTION 4.—This act shall take effect and be in force from and after the first day of January, eighteen hundred and eighty nine.

### A NOTABLE REPORT.

A little more than two years ago, a Royal Education Commission was appointed, in England, consisting of Viscount Cross, Cardinal Manning, the Duke of Norfolk, the Earl of Harrowby, Earl Beauchamp, the Bishop of London, Lord Norton, Sir Francis Sanford, the Hon. E. Lyulph Stanley, Sir John Lubbock, M. P., Sir Bernhard Samuelson, M. P., Archdeacon B. F. Smith, the Rev. Dr. J. H. Rigg, Dr. Robert W. Dale, Canon Gregory, the Rev. T. D. Cox Morse, Mr. C. H. Alderson, Mr. J. G. Talbot, M. P., Mr. Sydney C. Buxton, M. P.,

Mr. Thomas E. Heller, Mr. Samuel Rathbone, Mr. Henry Richard, M. P., and Mr. George Shipton.

A final report has been made and signed by a majority of the commissioners. It is one of the most voluminous documents of its kind. The report consists of nearly 400 pages, besides nearly 2,500 pages of evidence taken by the Commission. The inquiry extended over the whole field, reaching back to the education grant in 1839, and tracing the workings of the education acts, codes, etc., down to the present.

Our space will not permit even a summary that would give a fair understanding of the conclusions reached. The report "divides the honors" between the two systems of public and voluntary school management. The general and outside management of the school board is more vigorously conducted; 'but in the closer supervision of the school, and effective sympathy between managers and teachers, or managers and scholars, the Commission pronounce in favor of the efficiency of voluntary management.'

We quote the London *Schoolmaster's* summary of that part of the report which pertains to moral and religious instruction, as follows:—

It is of the highest importance that all children should receive religious and moral training, and this cannot be amply provided for otherwise than through the medium of elementary schools, but the members differ as to the method by which this object of supreme moment should be attained. The state cannot be constructively regarded as endowing religious training when it pays annual grants in aid of voluntary schools in which religious instruction forms part of the program. To secularize elementary education would be in violation of the wishes of parents; children of the neglected classes would receive no religious instruction or training if teachers in elementary schools were forbidden to give it. All school registers should be marked prior to, not after, the religious observances. "While differing widely in our views concerning religious truth, we are persuaded that the only safe foundation on which to construct a theory of morals or secure high moral conduct is the religion which Jesus Christ has taught the world. Thus, as we look to the Bible for instruction concerning morals and take its word for the declaration of what is morality, so we look to the same inspired source for the sanctions by which men may be led to practice what is there taught and for instruction concerning the helps by which they may be enabled to do what they have learnt to be right." The 14th section of the Act, which forbids any denominational catechism or formulary being taught in schools, merely provided for neutrality among Christian denominations, and "does not exclude from schools instruction in the religion of Nature—that is, the existence of God and of natural morality, which, apart from the belief in the existence of God, cannot be rationally taught or understood." The suggested plan of religious instruction, on school premises out of school hours, is condemned as being no efficient substitute for utilising the present school staff during the hours of attendance. "The separation of the teacher from the religious teaching of the school would be injurious to the morals and secular training of the scholars." It is urged that, as parents are compelled to send their children to school, they should be enabled to select a school suitable to their religious convictions. In denominational schools parents should have a right to require an operative conscience clause, and children taking advantage thereof should not suffer in consequence. States that care is now taken to avoid putting questions at variance with the religious persuasion of the parents. Religious and moral instruction in Board schools is of a nature to effect the conscience and influence the conduct of the children. "It is much to be hoped that the religious and moral training in all elementary schools may be raised to the high standard which has been already reached in many of them. The practice of examinations in religious instruction is regarded with favor, and its extension to Board schools is recommend-

ed. Advocates the abolition of clause as to discipline in schools and to require that H. M. Inspectors should report on the moral and religious training and condition of schools, and to impress upon the managers, teachers, and children the importance of this element of education. Advocates much greater support by the state to the moral element of training in schools, and 'that general fundamental and fixed instructions to inspectors should be laid down making moral training essential.' The chapter in which this portion of the report is set forth is a lengthened argumentative essay upon the subject of religious teaching in schools.

### THE CHARM OF NATURALNESS.

The artist tests the quality of his work by its truthfulness to nature. So exacting is this mistress and so great is the fidelity she demands, that any great deviation from her laws is punished with ignominious failure. But many who realize the charm of naturalness in the domain of art fail to realize its value in the man or woman; and yet it seems to me there to give an interest which no other grace of manner can impart. A genuine man, one who has an individuality of his own, is like gold in that he has an intrinsic value. Wherever he may be, we hear him with delight. At a political meeting, after we have listened to one or two other speakers, whose affected oratory has oppressed us painfully, what a thrill of pleasure he gives us when he utters his own thought or feeling, it may even be somewhat crudely. And what is it that has given such power to the world's greatest pulpit orators? Surely one thing has been the utter absence of affectation in their discourse. I remember having had at one time the great pleasure of hearing the beloved Bishop Simpson preach. In the simplest manner he told the "Story of the Cross," and what it had done for the heart of mankind. A child could have followed every word he said, while a philosopher would have yielded to an irresistible influence.

But it is not only on the platform or in the pulpit that we covet more of the charm of naturalness. We want it in society. Long ago, Goldsmith said, in speaking of that feast to which I should like to have been invited,

"Let each guest bring himself, and he bring his best dish."

What do I care for one's handsome clothes? Can I not see them almost as well in some wax model? What do I care for a copy of the manners of some one else? What is more tiresome than society in which there is little individuality? A lady once paid another the high compliment,—in perfect sincerity, I think,—"You are the only woman that I have ever known who is always interesting." And why was this woman interesting to the other? Simply because in all their intercourse there had been such perfect sincerity. The real self, the mind and heart with thought and feeling gathered from books and a life rich in its varied experiences, had been at the service of the other. My observation leads me to the belief that in many lives there is a period where there is little of this naturalness which is so pleasing, and much of an affectation that is either amusing, painful, or promising according to its degree or its quality. We find this state more frequently in the professions, if teaching is to be reckoned among them,—than in the other occupations of life. One is not entirely satisfied with himself and he wants either to seem to be or *to be* something better than he really is. If he rests in the seeming, he will be both an amusing and a painful object of thought, painful if we consider what a harm-

ful influence he may exert over the young people about him. His language,—as language is apt to be,—is indicative of the man. He never “goes to bed,” but always “retires.” And when he is asked “if he has ever been at a fire in C— before,” he replies, “Ah! no, the previous conflagrations have ever been too remote.” He measures one’s education by the length of the words he uses. He is like the young lady who said, “Mrs. D. is *so* intelligent! She never *employs* anything but *large* words.” It is delightful to have such persons say once in a while something so good as the woman who said on the 1st of June that “her neighbor’s husband was drunk on resurrection day.” (You understand I am talking about the language here, not the circumstance.) Or to hear that member of the shoddy aristocracy in one of our cities say “My husband always has his shirts done up at the foundry.”

I said that affectation was sometimes promising. I do not know that in its bad forms it ever is. But what I mean is that sometimes when one begins to see the beauty of culture, he assumes something beyond what he then is and grows toward that. One should never rest, however, in the seeming. It is with regret that I have seen a woman in whom there was much to admire spoilt, perhaps, by an affectation of gayety not consistent with her general character—like a beautiful picture in which there is a blemish that we cannot understand how such an artist could make.

But since school journals must always be “practical,” what has all this to do with education? Everything. First, the teacher is to be everything good that he can be, but to be always himself. It will give him an added power over his pupils. Genuine children like genuine teachers. And children are about as good at testing character as any people I know in the world. Some years ago, I knew a teacher to fail almost entirely in school government because, as the boys said, “She smiles all the time, and her smile doesn’t mean anything at all.” I have often thought that if teachers affected a love that they did not feel, it did not win as much respect from their pupils as a straightforward way of dealing which had no pretense in it. But the teacher must not only be natural herself, she must keep the charm in children. There is something so winning in the simplicity of childhood, so lovely that the Great Teacher used it to show what is essential to the loveliness of the Christian character. I would not have it destroyed. And yet, is it not true that in the schoolroom much is done to destroy naturalness? Consider how many artificial tones of voice are cultivated. Sometimes the little girl whose voice has naturally a sweetness in it that falls gratefully upon the ear is taught to read and recite in a voice so harsh and loud that we scarcely recognize that which we have loved to hear. It is perfectly right to break up any defects in speech of the child, to train it to speak distinctly; but the speech of the recitation should be that which cultivated persons use in every day life and not something utterly foreign to it—loud enough, of course, to be heard by the teacher and the class. False styles of reading and reciting selections from prose or poetry are taught that resemble nature just about as closely as the landscapes painted by the young lady who has taken *several lessons in art*.

Constrained and awkward positions are demanded from the pupils. Ways of walking are taught that make one wonder if the public schools are not responsible for much of the awkwardness of American people of older growth.

It is scarcely natural to walk on tip-toe with one's hands folded behind one's back.

In a certain sense, training towards naturalness is moral training of a high order. It is inculcating honesty. And I think there are circumstances in which it is right to teach the charm of naturalness not only by example but by precept.

In closing an article intended to be suggestive rather than exhaustive, I am reminded of what I once said in a letter to a friend and of something in his reply. I am quoting from memory, but I can give you the substance of what was said. I wrote, "The most interesting woman in the world is the thoroughly natural one; and yet I believe such a woman is rare. I like to be with the one that lets me know her real self, and does not try to palm off on me some one else." My friend is a lawyer, so, naturally, he proceeded to argue the case with me. "It depends upon what the natural woman is whether I like her to be natural in my presence. If her nature is that of a tigress, I prefer that when she is near me she should assume the nature of the lamb."

Have I told you this last to entertain you? No. Shall I leave you to read the moral? Yes. For I have stated this summer when it was urged in my presence, by those interested in securing subscribers, that other educational journals, were more practical than the OHIO EDUCATIONAL MONTHLY,—“made things plainer for the teacher, etc.,” that it was the glory of the EDUCATIONAL MONTHLY that it went on the assumption that teachers had some brains, and could make for themselves some applications of principles.

MARGARET W. SUTHERLAND.

### OHIO TEACHERS' READING CIRCLE.

The following Old South Leaflets have been selected for reading and study in U. S. History during the year 1888-9.

1. The Articles of Confederation.
2. The Ordinance of 1787.
3. The Federalist, Nos. 1 and 2.
4. The Constitution of the U. S.
5. Washington's Inaugurals.
6. Washington's Farewell Address.
7. Lincoln's Inaugurals, etc.
8. The Constitution of Ohio.
9. Magna Charta.

The Board of Control has arranged to have “helps” for the year's course published in the EDUCATIONAL MONTHLY, and it was thought that it might be well to have the helps sometimes put in the catechetical form, at least in these great historical papers, our title-deeds to liberty and good government, which are before us in such a “questionable shape.”

For the use of young readers the following questions upon the first and second topics of the list above given are tendered. B.

#### THE ARTICLES OF CONFEDERATION.

1. What are the Articles of Confederation, and what was their purpose?

2. By what body were the Articles made, and how was this body constituted, and how long was it the supreme authority?
3. Upon what condition were the articles to go into effect? Cause of delay?
4. Name some important measures of the Continental Congress before the Articles; after the Articles.
5. What were the objects of the Confederation as set forth in Art. III? Compare with the preamble to the Constitution.
6. State some of the provisions for securing and perpetuating mutual friendship and intercourse.
7. How were members of the Confederated Congress chosen and supported? How were measures voted upon?
8. Some things forbidden to the States?
9. Some of the powers of Congress?
10. What was the Committee of Safety?
11. How was the President of Congress chosen? Name some of the Presidents.
12. What "other colonies" were referred to in Art. XI.
13. What provision was made for amending the Articles?
14. Mention a governmental power possessed by the Congress and the States jointly, now possessed by Congress alone.
15. What proved to be the weak points about the Articles? Who was their author?

THE ORDINANCE OF 1787.

1. Why is the Ordinance of 1787 an act of supreme importance in our country's history?
2. Was the Northwest Territory afterwards divided into two districts, for governmental purposes, as authorized by the Ordinance of 1787? When and why?
3. Explain the mode in which the estate of one dying intestate should descend. Define "intestate," "collaterals," "dower."
4. How could wills be made? Who were excepted from the application of this property section?
5. What officers were provided for the territory? What property qualification? What is a "common law jurisdiction"?
6. What were the powers of the Governor? Who held the office in the "Eastern Division of the N. W. Territory?"
7. What county was the first laid out? Its extent?
8. How and upon what condition was a General Assembly to be created? When was this done and where did the Legislature hold its first meeting?
9. What was the "legislative council"?
10. The veto power in the Territory? In the State of Ohio?
11. Who was the first delegate to Congress, and how elected?
12. What are given as the objects of the "Articles of Compact"?
13. How could there be a compact between the original States and the other States which did not then exist?
14. What private rights are guaranteed in the 1st and 2nd Articles?
15. Recite Art. 3rd, first proposition.
16. What prohibitions concerning land? What provision concerning navigable waters?

17. Give the boundaries of the Eastern State—Ohio—as marked out in Art. V. under the *provision* of the Article.
18. Upon what condition were States to be admitted?
19. What is the meaning of the condition, that the "constitution and government shall be republican"?
20. State the history of Art. VI.
21. Who was the author of the Ordinance of 1784, the original of that of 1787?
22. How is the Ordinance of 1787 regarded by eminent critics?
23. At the time that Congress, sitting at New York, passed this Ordinance, what noteworthy body of men was in session at Philadelphia?

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## EDUCATIONAL INTELLIGENCE.

—The Hamilton schools had an enrollment last year of 2,070 pupils, with an enumeration of 4,985.

—The annual meeting of the Kentucky Teachers' Association was held at Mammoth Cave, July 3, 4, and 5.

—Some of the Ohio institutes are trying the Pennsylvania plan of employing distinguished lecturers for the evening sessions. It is a move in the right direction.

—It is a long time since Henry county was represented in our State Association, but Henry has turned over a new leaf. The membership roll this year contains twelve names from Henry county, all from Napoleon. Brother Weaver seems to have caused an awakening in his diocese.

—The Board of Education at Tiffin this year decided to employ a male principal for the high school, as the school has grown so large as to make the work exceedingly heavy for a lady. R. B. Drake, for the past five years superintendent of schools at Attica, O., has been employed as principal, and Mrs. M. E. Zartman, for the past two years the efficient principal, has taken the place of first assistant. Last June, this school graduated thirty-one pupils—ten boys and twenty one girls.

—The Ohio University graduated nineteen students at its last commencement, of whom eleven were in the collegiate course and eight in the shorter pedagogical course. Eight received the degree of B. A., and three, including the two ladies in the class, that of B. Ph. Seven of these had also done advanced work in pedagogy. The institution likewise conferred its first degree of Ph. D. It was given to Pres. Frank R. Carpenter, *pro merito*, of the Dakota School of Mines. This degree will hereafter be conferred on all worthy candidates who give evidence of superior scientific attainments. Miss Kate Cranz, of Summit Co., O., was appointed Instructor in Modern Languages, to take the place held by Miss Ebert, deceased; and Miss Katharine A. Findley, of Andover, Mass., graduate of the Boston School of Oratory, will have charge of Elocution and Reading. She succeeds Miss Donally, who has

accepted a position in Cincinnati. Prof. Sudduth, who for four years had charge of the Department of English Literature, also resigned. His successor had not been chosen at last advice.

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—"The Gods give no great good without labor," is an old proverb and a true one; the hardest labor is not always that which is best paid, however. To those in search of light, pleasant and profitable employment, we say write to B. F. Johnson & Co., Richmond, Va.

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### PERSONAL.

- H. L. Cosgrove has been re-elected at Glenville.
- L. L. Campbell has been re elected at Hubbard.
- W. S. Hayden has been re-elected at Collamer.
- R. R. Lawson has been re-elected at Leavittsburg.
- E. J. Loomis succeeds A. G. Comings at Brooklyn village.
- H. H. Cully has been re-elected at Dalton, at an increased salary.
- E. A. Brobst has been elected principal of the Napoleon High School.
- I. M. Taggart has been elected for his fourteenth year at Canal Fulton.
- R. E. Rayman has been elected superintendent of the schools at Logan.
- W. E. Putt will have charge of the schools of Green Spring the coming year.
- E. H. Webb, for several years at North Fairfield, succeeds J. L. Lasley at Plymouth.
- J. B. Mohler, of Pataskala, has been elected superintendent of schools at Carrollton.
- W. H. Connell succeeds E. E. Sparks as principal of the Portsmouth High School.
- Superintendent Turnipseed, of West Union, Adams Co., has accepted a position at Moscow, O.
- John McConkie is entering upon his seventh year as superintendent of schools at Port Clinton.
- E. D. Warfield, of Lexington, Ky., has been elected president of Miami University, at Oxford, O.
- H. R. Roth, formerly of Cleveland, has been elected superintendent of schools at Marlboro, Mass.
- J. L. Lasley, of Plymouth, succeeds E. F. Moulton in the superintendency of the Warren schools.
- E. E. Rayman has been employed for his fifth year as superintendent of schools at North Amherst.
- Thos. Vickers, of Cincinnati, succeeds E. S. Cox in the superintendency of schools at Portsmouth, O.

—J. L. Trisler, of Hartwell, and his entire corps of teachers, have been re-elected at increased salaries.

—Richard F. Beausay succeeds J. A. Pittsford on the Wyandot County Board of School Examiners.

—W. A. Vogely, a former Ohio teacher, has been re-elected principal of the Dadeville, Ala., High School.

—E. H. Stanley, of Mt. Union, has accepted a position as instructor in mathematics in Oberlin College.

—L. S. Thompson, professor of Industrial Art at Purdue University, has resigned his position in that institution.

—M. A. Yarnell, late of the Mt. Vernon High School, will have charge of the schools of Sidney the coming year.

—F. B. Sawvel, of Youngstown, received the degree of Ph. D. from Wittenberg College at its last commencement.

—James McMillan leaves his position in the Port Clinton High School to take charge of schools at North Fairfield.

—D. W. Patterson, principal of the Jackson High School, has accepted a position in the Portsmouth High School.

—J. W. Pfeiffer, of Bolivar, succeeds John T. Duff in the superintendency of schools at Canal Dover; salary \$1,000.

—D. Channing Meek will have charge of the schools of Galena the ensuing year, making his third year in that place.

—Jonas Cook has been re-elected superintendent of schools at Harper, Kan. He spent his vacation with friends in Ohio.

—Ex-Superintendent J. H. Lehman, of Canton, received a beautiful gold watch as a parting gift from his corps of teachers.

—S. P. Merrill, of Wickliffe, succeeds E. D. Lyons at Brecksville. He will have charge of the High School and ten township schools.

—R. W. Mitchell has been re-elected superintendent of the schools of Beaver Creek township, Green Co., at a salary of \$900, an increase of \$100.

—F. Gillum Cromer, superintendent of schools at Union City (Ohio side), succeeds J. T. Martz in the superintendency of schools at Greenville.

—D. R. Boyd, of Van Wert, O., leaves Ohio to take charge of the schools of Arkansas City, Kan. Ohio loses and Kansas gains another good man.

—W. R. Malone, formerly superintendent of schools at Hanging Rock, has been elected principal of the Massillon High School, at a salary of \$900.

—A. A. Moulton, late President of Rio Grande College, died at Pueblo, Colo., June 22. An extended notice of his life will appear in our October number.

—A. G. Comings, superintendent at Brooklyn Village the past year, has embarked in the book business, having purchased the stock of E. Regal, of Oberlin.

—Geo. A. Chambers exchanges Tarlton for New Holland, both in Pickaway County, and will have charge of the schools of the latter place at a salary of \$700.

—D. A. Sharp has been offered his position in the Agosta Public Schools at an increased salary, but has resigned, to accept the superintendency of Mt. Blanchard schools.

—S. E. Swartz, principal of the Newark High School, and R. Swisher, teacher of book-keeping and penmanship, have both been re-elected for a term of three years.

—A. B. Stutzman, superintendent of schools at Kent, having completed the requisite post-graduate course of Wooster University, has received the degree of Doctor of Philosophy (Ph. D.).

—A lady teacher of fifteen years experience in the higher grammar grades, wishes a situation in graded schools. Refers by permission to the editor, who may be addressed for further information.

—Charles E. Morse, Northern Ohio agent for Van Antwerp, Bragg & Co., has been compelled by ill health to give up his work. He is succeeded by P. O. Phillips—headquarters with Burrows Brothers & Co., Cleveland.

—Professor Albert H. Tuttle has resigned the chair of comparative anatomy and physiology in Ohio State University, to accept the chair of biology and agriculture in the University of Virginia, one of the oldest and most richly endowed institutions of learning in the country, situated at Charlottesville.

—A. M. Rowe has resigned the principalship of the Steubenville High School to accept the superintendency of the schools of Huron, Dak. E. W. Matthews, assistant principal, has been elected to the principalship at a salary of \$1200, while I. Franklin Patterson has been promoted from the Second Ward School, to the place made vacant by Mr. Matthews; salary, \$1,000.

—G. P. Coler will return to Ohio soon. He has been doing educational work in Maryland and studying pedagogy under Dr. G. Stanley Hall in Johns Hopkins University. He now desires to make engagements for institute work in Ohio, and will furnish terms and references on application. Letters sent to him at 624 Arlington Ave., Baltimore, Md., will reach him.

—John D. Phillips, a teacher of long experience and eminent success, died recently, of typhoid fever, at his home at Marietta. At the recent institute at Lebanon, the writer had occasion to refer, by way of illustration, to Mr. Phillips's work; whereupon Superintendent Lukens rose and stated that the friends of Mr. Phillips were, in all probability, at that very hour bearing his remains to their last resting place. Death is the gate through which we must all pass, but it is not the end. "He that overcometh shall inherit all things."

—James Johonnot, a prominent educator of New York State, died June 18, at Tarpon Springs, Florida. He was born in Bethel, Vermont, in 1823. Having received such an education as the common schools and academies afforded, he began, at the age of eighteen, his chosen work in the educational field, which, with slight interruptions, was continued until his death.

Much of his work since 1850 has been in teachers' institutes, principally in New York State. He had been employed by the State as institute instructor for several years, when he finally relinquished active field-work in '85, on account of his failing health. He was the author of nearly a score of books, among them "Principles and Practice of Teaching," two different editions of which have been published in Japan, in the Japanese language, for the use of the native teachers of that country.

## BOOKS RECEIVED.

From Ginn & Co. Boston.

Myers's *Outlines of Ancient History*, for High Schools and Colleges.

Emerton's *Introduction to the Study of the Middle Ages*. From the battle of Adrianople to the death of Charlemagne.

Wentworth's *New Plane and Solid Geometry*. Revised.

*Descriptive Geometry*. By Linas Faunce.

*Cæsar's Army*. A study of the Military Art of the Romans in the last days of the Republic.

Classics for Children: *Arabian Nights*, and *Franklin's Autobiography*.

From D. C. Heath & Co., Boston.

*Compayre's Lectures on Pedagogy*. Translated from the French by W. H. Payne, LL. D., Chancellor of the University of Nashville.

*Larmartine's Meditations*. Selected Poems, in French.

Strang's *Exercises in English*: Accidence, Syntax, and Style.

*Chemical Problems*. By J. P. Grabfield and P. S. Burns.

From Van Antwerp, Bragg & Co., Cincinnati and New York.

*Living Creatures of Water, Land and Air*. For the Fourth Reader Grade. By John Monteith, M. A.

From D. Van Nostrand, New York.

Bowser's *College Algebra*, for the Use of Academies, Colleges, and Scientific Schools. With numerous examples.

Bowser's *Academic Algebra*, for the use of Common and High Schools and Academies. With numerous examples.

From D. Appleton & Co., New York.

*Stories of Other Lands*. Compiled and arranged by James Johonnot.

From Longmans, Green & Co., London.

*Longmans' School Geography*. By George G. Chisholm, M. A., Fellow of the Royal, Geographical and Statistical Society.

From A. S. Barnes & Co., New York.

*The Child's Song Book*. For Primary Schools and the Home Circle. By Mary H. Howliston, Oakland School, Chicago.

From C. W. Bardeen, Syracuse, New York.

*The Civil Service Question Book*. With Full Answers, and Directions as to Applications for Examination and Position.

*Brief Views of United States History*. By Anna M. Juliand.

*Granger's Metric Tables and Problems*.

*Oral Instruction in Primary Geography*, for Teacher's Use. By Emma L. Pardon.

From the Author, Akron, Ohio.

*Universalism and Problems of the Universalist Church*. By William Frost Crispin.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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### CONCERNING NARROWNESS AND BREADTH IN TEACHING.

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BY DR. B. A. HINSDALE.

[Report of a Lecture delivered to the Class in the Theory of Teaching,  
University of Michigan.]

Successful teaching in its earlier stages must conform to the following criteria :

1. A strict limitation of the number of subjects taught at any one time.
2. A strict limitation of the number of facts and ideas pertaining to any one subject, or to any part of it.
3. A strict limitation of the time consecutively devoted to any subject.
4. The frequent repetition of the facts and ideas taught.

An explication of these criteria, with a statement of some of the reasons upon which they rest, will form the subject-matter of this lecture. As the first and second rest on the same facts, they can be discussed together.

To fix some permanent impressions in the child's mind is the great duty of the teacher, and the first one on the child's entering the school. This duty is accomplished by making repeated presentations of the same object, fact, or idea to its mind. While some of our

mental impressions are caused by single intense acts of presentation, the great majority are caused by many feeble acts; a statement that should be emphasized when applied to young children, who are at once impressive, but not retentive. Sometimes Nature affects us as the trip-hammer affects the mass of hot iron upon which it falls; but commonly her strokes upon the senses and so upon the mind are rather to be likened to those made by the tiny hammer in the hands of the worker in *repousse*, no one of which is perceptible. If many objects are presented to the young mind at the same time, or if objects are presented in too rapid succession, or if the same object is presented in such succession, the resulting impression will be confused and feeble; whereas, if the same object is presented many times at suitable intervals, or if several objects are presented at such intervals, in the same way, definite ideas will be formed constituting a permanent part of the furniture of the mind. If a trained man be carried around a church or other large building, he will at most form a very imperfect idea of the church, but if he walk around it slowly, taking time to fix every side and feature in his mind, he will form a complete mental picture. The child that devotes all his time at every reading lesson to turning over all the leaves of his primer, will never learn to read; but the child that fixes his attention on one very short lesson, going over it again and again, then advances to a second lesson, and so on, will soon gain that accomplishment. "The child must be accustomed to give one impression time to take root," says Radestock, "and not follow it immediately by a corresponding action, that it may not pass away with that action into air." This is also true of thought or reflection. The same logical train must run over the same track once and again, which is impossible if the track is filled up with trains. Too many trains on the mental railroad at the same time means collisions, wrecks, and confusion. Thus, the repetition that is the mother of studies closely limits the objects of knowledge presented, at the same time that it demands repeated responses by the mind to the same object, or, what is the same thing, attention. The Scriptural admonition, "line upon line, precept upon precept," is accompanied by the admonition, "here a little and there a little;" all of which is excellent pedagogy as well as morals. Radestock is right in calling this quotation from Lazarus "relatively true:" "Deep thinking requires time; it is therefore a great pedagogical mistake if teachers—as is now generally done—urge their pupils to answer rapidly, and praise those who immediately have an answer ready. This causes everything to be lowered to a mere effort of mechanical memory. The pupils should be given time for individual contemplation, for deep and energetic thought labor."

The third criterion, which plays a very important part in rational teaching, may be separated into these elements :

(1) When any stimulus, say a lesson, is presented to a child, a little time must elapse before his mind becomes fully energized ; (2) This state of fullest energy cannot be long sustained ; (3) The mental current falls off to a minimum, but less rapidly than it swelled to its maximum. These facts however, are in no sense peculiar to children. It is impossible to state definitely how long a time is required fully to energize the mind, or how long a maximum of energy can be maintained ; much depends upon the child, his mind, age, training, etc., and the nature of the subject ; but they are both short, the second, of course, being longer than the first. From these premises two conclusions follow that may be called rules of primary teaching.

First, the child should be held to the same subject so long as the mental current continues at full volume.

Second, Before the current begins to abate, the child should either pass to another subject or be released from further application.

Unnecessary changes from subject to subject involve loss of time and also of power ; but to overwork a faculty, or to insist upon further work when the mental force is abating, is a waste of power. It is the flood tide that brings the great ships up to the dock. The physiological psychologists find the explanation of both these rules in nerve action. Dr. Alexander Bain, for example, says : "We know well enough that the nervous currents when strongly aroused in any direction tend to persist for some time ; in the act of learning, this persistence will count in stamping the impression, while part of the effect of a lesson must be lost in hurrying without a moment's break to something new, even although the change of subject is of the nature of relief." Perhaps it is not needless to add that there will be practical difficulties in carrying out these rules in the school ; at the same time, general conformity to them is possible.

Here we are met by another mental fact or law of much interest and importance. Mental weariness or exhaustion is of two kinds, specific and generic. The first calls for rest from certain kinds of mental work ; the second for rest from all kinds of work. There comes a point beyond which the teacher should not require work in a particular study, also a point beyond which he should require no work whatever. But we must note particularly that diminishing power for one kind of work does not commonly mean diminishing power for all kinds of work. Thus, a pupil who has studied arithmetic to-day as long as is profitable, may take up geography with full strength and interest ; or *vice versa*. Studies may be likened to those gases which

are vacuums with respect to one another. A jar will hold as much carbonic acid gas as though it were not already full of hydrogen ; and similarly a mind will contain as much arithmetic as though not already full of geography, provided the two studies are properly taught. Men of disciplined minds pursue specialties ; but the history of specialists shows that so far from the highest attainments in one line of research being incompatible with respectable, and even high attainments, in another line, they are rather augmented thereby. A physicist must also be a mathematician. a Latin scholar, a Greek scholar. In fact, a specialist in the strictest sense of the term is an impossibility. But children, with their feeble power of attention, cannot be confined to one subject any more than they can take in all studies. The one-study school is just as unphilosophical as the courses of study that break up the hours of the school-day into mere crumbs of time. A middle course must be pursued, and so pursued as to avoid confusion. A good deal of evil in the school that is charged to over-work, should be carried to the account of work that is done in the wrong way.

Some very important practical questions arise at this point. How long should a pupil be kept at work on the same subject or lesson at the same time ? How much work should he do in one school day ? How frequently should he change from one subject to another ? How many studies should he have ? No one can answer these questions in formulae ; they must be answered on the spot by the superintendent and teacher. Such approximate answers as may be given will not here be attempted, but two practical observations will be offered. These questions call for the teacher's closest observation and best tact ; and it may well be doubted whether the common schools are not now sacrificing, measurably, the best results to overfull programs and too short exercises, resulting in too much talk and too little study. The question is one that the superintendent should study with a transcript of the facts now stated in one hand, and a copy of his course of study and time-table in the other.

Dr. Bain thus presents the necessity of the teacher's observing a strict limitation of matter :

"Undoubtedly, the best of all ways of learning anything is to have a competent master to dole out a fixed quantity every day, just sufficient to be taken in, and no more ; the pupils to apply themselves to the matter so imparted, and to do nothing else. The singleness of aim is favorable to the greatest rapidity of acquirement ; and any defects are to be left out of account, until one thread of ideas is firmly set in the mind. Not unfrequently, however, and not improperly,

the teacher has a text-book in aid of his oral instruction. To make this a help, and not a hindrance, demands the greatest delicacy; the sole consideration being that the pupil must be kept *in one single line of thought*, and never be required to comprehend, on the same point, conflicting or varying statements; even the foot notes may have to be disregarded, in the first instance. They may act like a second author, and keep up an irritating friction."

The judicious Sunday school teacher will not teach a middle grade class the two or three parallel accounts of the same transactions recorded in as many Gospels; to attempt such a thing will lead to confusion, while by confining the class to one account, a single line of facts and ideas will be firmly set in the mind. Comparison of parallel narrations belongs to a later stage of Bible study.

Few subjects need to be studied by the teacher with more care than his relation to the text-book. Obviously, in the early stages of education two text-books on the same subject would be preposterous; they would breed endless confusion and darkness. Dr. Bain is so scrupulous as to exclude the use of foot notes, in the first instance, even in the cases of pupils old enough to use books with foot notes. "They may act like a second author, and keep up an irritating friction." But what is to be said of a teacher who is himself not simply foot-notes, but a whole text-book? Now the confusion and darkness are vastly greater than before. The book and the teacher cannot be co-ordinate; one must be strictly subordinated to the other so far as furnishing subject-matter is concerned; for in no other way can the pupil be "*kept in one single line of thought*." If a book is the main source of instruction, the teacher's business is to *teach the book*." These more definite remarks will prove helpful to the practical teacher:

1. The teacher must keep in the line of ideas followed by the book. Something more or less may be allowed at times, but in no case *anything different*. That is a bad state of affairs when the class say, "The book says so, but the teacher so." By opposing himself to the book, the teacher commits two mistakes; he destroys the pupil's confidence in the book, and so his interest in it; and he engenders confusion and weakness.

2. The teacher should follow the methods of presentation employed by the book, otherwise his train of thought will collide with the book's train.

3. The teacher will study to make the first presentation of the subject successful. This is important for a double reason, or at least a reason that may be stated in two forms.

The mental power expended by a pupil on the unsuccessful presentation, is wasted, and more than wasted, the debris of this presentation "litters up" the mind, and so stands in the way of a second one. This is the reason why it is often more difficult to teach a subject to a pupil to whom it has been imperfectly taught than to one who knows nothing about it.

4. The wise teacher will not present a subject in more than one way, provided his presentation has been successful. It is folly to explain the division of a fraction by a fraction in a second way, if the first has been understood. It is well enough, perhaps, for the author of an arithmetic to give two or more methods for finding interest; but the teacher should use only one with the pupils the first time over the work. Never give, at the stage of teaching now supposed, more than one definition or rule. Again, superfluous illustrations not only do no good, but they do harm, begetting confusion worse confounded.

5. If the subject matter of a lesson is radically bad, or if the method of the book is decidedly faulty, the capable teacher will do well not to assign the lesson from the book at all, but to teach it himself *de novo*.

It should be observed, that the end of teaching is the matter taught and the habits of mind thus created; methods of teaching are simply ways or modes of reaching that end; and the teacher who has come to think more of the method than of the end, as some do, needs to orient himself.

The superiority of the traditionary "Man of One Book" finds its explanation in the considerations now presented.

The criteria thus explicated exclude all "broad" teaching from the earlier stages of education. But the pupils will be able progressively to get out of his "one single line of thought." He will be able to deal with more subjects, and with more ideas about the same subject. He will at last be able to consider with advantage different definitions of the same thing, divergent views, conflicting processes, and a variety of methods. He may now consult several text-books. In the essay already quoted from, Dr. Bain thus presents the pupil's march of progress:

"Our first maxim is, 'Select a text-book-in-chief.' The meaning is, that when a large subject is to be overtaken by book study alone, some one work should be chosen to apply to, in the first instance, which work should be conned and mastered before any other is taken up. There being in most subjects, a variety of good books, the thorough student will not be satisfied in the long run without consulting several,

and perhaps making a study of them all ; yet it is unwise to distract the attention with more than one while the elements are to be learned. In geometry, the pupil begins upon Euclid, or some other compendium, and is not allowed to deviate from the single line of his author. If he is once thoroughly at home on the main ideas and the leading propositions in geometry, he is safe in dipping into other manuals, in comparing the differences of treatment, and in widening his knowledge by additional theorems, and by various modes of demonstration."

Dogmatism and authority will now recede into the background, and the teacher will play a new part. He will contribute more freely than before of his own stores of knowledge, and will more and more discuss subjects with his pupils. Varying views and conflicting arguments will receive due attention. Education has at last entered upon its critical stage. If the student continue to advance, he will become able to follow a wide treatment of subjects from the time he takes them up, handling divergent definitions, conflicting principles, contradictory facts, and complicated lines of reasoning from the very first. But such ability as this comes as the result of much study and of long training.

Broad training is the true goal of education. But the road leading up to it, particularly in its earlier stages, is narrow teaching. Broad teaching in the beginning will defeat broad teaching in the end. Just enough knowledge well presented will make a lodgment in the mind and will create discipline; a flood of knowledge poured over the young student, will make no lasting impression. Teaching everything is teaching nothing. The "inundating" teacher, the teacher who lets the knowledge down like a shower bath, defeats his own end in a lower grade school. A hose-pipe is not the best instrument to use in filling a wine-glass. Fine scholars sometimes fail as teachers because they make their work too broad and discursive ; while very ordinary scholars often succeed, particularly in lower grades, if they are clear in their thoughts and statements. The first are hindered by their breadth, the second are helped by their narrowness.

The terms "narrow" and "broad" are here used in a relative sense. To give them quantitative content is impossible. I must depend upon the good sense of the reader, taking them in connection with the subject matter and their contents, to assign to them their proper meaning.—*Moderator.*

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It is a good rule to memorize only what is worth memorizing.

**ORDER.**

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BY LEILA ADA THOMAS, DAYTON, OHIO.

The bell has tapped ; the clatter of feet along the hall and up the stair has ceased ; every seat in the room is filled ; quiet reigns and you find yourself the cynosure of forty bright, merciless eyes that are taking you in. They have already discovered that a bit of braid is loose from the back of your gown, that your shoes are not new, that your sleeves fit well, that your nose is too big, that you have pretty hands, and—they are waiting to see what you are going to do next. Happy are you, if you are to face boys and girls at the formative period of their lives—that is, between the ages of ten and fifteen, if you have the one indispensable quality of grit. If your scholars are younger, mere gentleness may answer your purpose ; if older, dignity and wisdom may be more necessary. But the twelve-year-old boy grins derisively over sweet speeches, and the fourteen year-old girl is far more interested in a good time than in the improvement of her mind. What Bob needs is a teacher who will handle him without gloves, if necessary, and what Kitty needs is to be shown that a “good time” and “good lessons” are possible yoke-fellows. Both boy and girl will try you in every way, during the first year you spend in the school-room. I mean try in both senses of the word, for one implies the other. Do you realize that, O, young teacher ? The boy who is “trying your patience,” as you tell him, is merely the testing instrument in the hands of the Master Workman, and as you respond so will he pronounce your character. It is a solemn thought, and enough to lift the harassed teacher out of the mists of personal irritation into clearer air.

I do not mean to lessen the offence of the wayward scholar, either. It is no credit to him that God “takes the seeming ill and makes it good” to the person tormented. The child will have to answer in the future for disobedience, inattention and laziness, though the display of these faults may have developed corresponding virtues in his victim.

It is grit, then, that is as indispensable in your position as flour in bread, and if you haven’t it, you might as well give up at the first, and earn your living in some other way. If you persist, your life will be made miserable and you will become a professional failure. If, on the other hand, you have grit, you may be small of stature, weak of voice, delicate in health, yet none of these things will stand in the way of your success.

Use this quality—this “backbone,” “sand,” or “grit,” as it has been variously called, first to secure order. All other school-room

attainments may well stand aside until order has been enthroned. This seems like a truism, but teachers who permit chaos to reign in their small domains, are, unhappily, not unknown; and there are many others, who, while theoretically believing in order, will not take the trouble needful to secure it, in more than a moderate degree. I doubt if such teachers are successful, except in rare instances. There have been schoolrooms where there was exquisite order and nothing else. The foundation was laid, but there was no superstructure. I am not advocating that the building should stop with the cellar. But there might be a worse state of things, for this teacher has at least made all ready for another, who has in a higher degree the faculty of imparting knowledge, while the teacher who permits gross disorder in her room does a positive wrong to her successor, who will find it doubly difficult to work on such a basis.

Furthermore, disorder grows like Jack's beanstalk. Neglect this or that trifle, wink at this or that omission, and some fine morning you have a towering stalk of insubordination before your astonished eyes. You oh, and you ah, and you wonder where it came from. 'Tis no stranger. 'Twas there the night before, but it was so small you would not stop to pull it up.

It is in a measure because of this—that order is a matter of detail, of infinitely small detail—that women are generally better disciplinarians than men, and that they achieve order in the schoolroom with less severity of speech and demeanor. A woman's whole life is spent in dealing with a multitude of petty things. Most of it as a girl is passed within four walls; a healthy boy spends most of his waking existence out of doors. A woman colors with her personality the parlor, the bed room; a man not the office, the court-room, the store only, but the street, the field. Cause makes effect and effects react on cause. She is walled in by conditions that force her to spend her energies on minutiae, and generations of this have bred in her such habits of attention to minutiae, that often she cannot spread herself over wider spaces of thought and action. This state of things has its good and its bad side, which we have not room here to discuss; but certainly on the good is placed the power which women possess as school-room disciplinarians.

Disorder means idleness on the part of the child who creates it, and that means poor lessons. Disorder means increased mental strain both on the part of the teacher and such pupils as are not idle but trying to work. We read tales, it is true, of great men who have done wonders in the way of acquisition of knowledge amidst the bustle of the factory or the clang of hammer or anvil—men who learned like

Livingstone with a book laid on a portion of the spinning-jenny and read as he passed at his work. But that does not prove anything more than that great obstacles may be overcome, it does not justify us in laying them in the way of children. Furthermore, we have no proof that this method of education ever succeeded with any but geniuses, and we are dealing with ordinary mortals, in the main; and finally, we are teaching American children, furnished with a double allowance of nerves. Regret it as we may, the nerves are there, and we must take them into consideration in all school-room problems. For this reason if for no other, should quiet reign when acute mental action is being required.

Lastly, disorder means a weak state of control, on the part of both teacher and pupil perhaps, and that means flaws in character. The child who "cannot help" whispering, will grow to be the woman who "cannot help" chattering through a sonata of Beethoven's, thereby spoiling a concert for twenty people around her. The boy who thinks it a trifle to throw a paper wad at his neighbor, when he ought to be learning his Latin verb, will also think it a trifle, later on in life, to play a game of billiards when he ought to be posting his ledger. Character-building is the final cause of a teacher's professional existence, and the corner-stone of all noble character is self-control. When a child has learned at school to hold in check his silly, idle, or frivolous tendencies, even for an hour, he has gotten something to take with him through life, when algebraic signs and syntactical rules shall have been quite forgotten.

#### THE PRACTICAL PART.

Have few rules. Enforce them strictly. If you are a subordinate in a large school, you will probably find some regulations ready made to your hand—rules which your pupils must obey in common with those in other rooms. This relieves you from the odium of the law-maker, and renders you freer as to minor matters within the limits of your own four walls.

Never make a rule hastily. Consider it well first. Ask yourself, "Is this necessary?" "What effect will it have on my temper? On the children's?" "Will the good gained by enforcing it have any corresponding evil, and is there a possibility that the latter may outweigh the former?" Lastly, "Can I enforce it?" A regulation, no matter by how strong arguments upheld, had better never be made if it cannot be enforced. Such a rule weakens the teacher's influence. The quick-witted child immediately draws the conclusion, either that the rule itself was unwise and his confidence in his teacher's judgment is

shaken, or that she dare not carry out what she has begun, and he sets her down for a coward.

Do not "spring" a punishment on a scholar. Tell him distinctly what you expect of him, set before him the fate which will overtake him if he is neglectful of his duty, make him feel your strong hand (I mean this figuratively), if he does wrong. A child seldom complains of a just punishment. Cases of impertinence, if investigated, generally will be found to have their origin in a sudden descent upon the scholar by the teacher, with a punishment out of all proportion to the offence, and resorted to as an outlet for the teacher's feeling of vexation and annoyance.

Before making a rule, explain in simple forcible language to your pupils the reason for your course. Talk to them not as if you thought them harumscarum boys or fidgetty girls, but persons of sense like yourself. Nine cases out of ten can be reached by this method, and though there will be forgetfulness, or moments when the devil gets the upper hand, in the main you will find the children doing as you wish.

Do not confound small offenses with great. To rebuke a child who has whispered, for instance, in the tone you would use to him if he had stolen something, or told a lie, is an act of folly on the teacher's part and a cruel wrong to the pupil, resulting primarily in a confusion of his ideas and ultimately in a blunting of his moral sense. The keen reproach, the severe chastisement, when used in the lesser offenses, exhausts your resources. The child punished in the same way for whispering and for falsehood puts both offenses on the same footing; next finds out from the talk of older people at home and elsewhere that whispering in school is regarded by them as a small matter; concludes that lying must then be a small matter also; and soon ceases to feel any pangs of conscience at doing either.

It is said that hunting dogs in process of training are often cruelly beaten, yet that men have been known to obtain all needful control over these animals by an uplifted finger or by whipping the culprit with a weed. In this case, of course, there could be no pain, but the disgrace of the punishment was all the dog required.

By means of a dozen little things, which are to the offending scholar what the weed is to the dog, he may be made to feel he is out of favor and a reform in his conduct may be effected, without once resorting to the severer measures of long detention after school or corporal punishment.

For instance :—A girl is given to leaving her place in the line of her mates and quietly getting nearer a friend as she passes from the room. Require her to remain for a week or two in her seat until all the other

pupils have left your presence. She must go down stairs alone, and trifling as the imposition is, she dislikes it. It will make an impression on her without at the same time rousing the spirit of antagonism which a more severe punishment might excite.

A mother whose will was law to her son and daughters once said, "The reason why children are not obedient is that parents will not take the trouble to make them so." It might be asserted with equal truth that the reason school-rooms are not orderly is that teachers will not take the trouble to make them so. Patient discrimination in punishment is more of a tax on the teacher at the moment, but it will result in order of a higher type than can be secured by any system of reckless slashing hither and thither, either with paddle or tongue.

Genius, in the school room as elsewhere, if it does not consist in, at least includes, "a capacity for taking infinite pains."

There are many petty directions which a teacher must give, the following out of which tends to schoolroom order, and yet which ought not to be allowed to solidify into rules. I have found that all one desires as a general thing, can be gained by stating these to one's pupils in the shape of wishes. "I wish you would keep pencil sharpenings and bits of paper off the floor." "Please to put your rubber overshoes, after you have taken them off, in one of the iron rings of your desk," and so on. "Now I do not want to make a rule about that and give you a demerit if you break it. I had rather you did as I asked *because* I ask it. But if you will not pay attention to my wish, I shall be forced to make a rule."

Rules in a schoolroom ought to be simply the brace which upholds a weak and growing character and enables it to take proper shape. As no one would think of enclosing the body of a healthy child in a plaster-cast or metal frame-work, so neither ought he, if morally sound, to be confined in a straight-jacket of rules and regulations. Let these, on the contrary, be as few as possible, and one by one remove them until he stands alone.

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## OBSERVATIONS ON CHILD-LIFE IN SCHOOL.

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BY SUPT. JOHN E. MORRIS, GREENVILLE, PA.

Much of interest can be learned by a superintendent of schools who has time and inclination to watch the transformations undergone by children from their first entrance into school to the close of school life. It is not certain that he can, by taking notes of his observa-

tions, draw conclusions that will indicate a law or lead to a course of action.

There is wonder in child-life. To see children going backward and forward on our streets, unconscious of most of the beauty, grandeur and danger around them; to see them move about apparently as mere automatons, yet frequently showing strong individuality; to see them, as it were, guided by an unseen force, is to me wonderful. They have only begun to have ideas. Their minds are small receptacles, ready to receive any thing, but limited as to capacity. What a child learns before entering school, depends on his surroundings and his *blood*. Some children at six have quite a stock of general information, others seem to have none. I am acquainted with a girl of  $4\frac{1}{2}$  years who talks as correctly and intelligently as most girls of ten or twelve.

Starting to school is a great event in a child's history. No event in after life begins to compare with it in relative importance. He has heard brothers, sisters or playmates talk of school so frequently that he wonders as much about it as older heads do of the future state. He has heard papa wish he were old enough to go to school. He has heard visitors without number ask mamma when she intended to send him to school. Having heard much, he wonders much, and his little mind is almost filled with the idea of going to school. He imagines, expects, and is anxious to have the experience. The day for starting arrives. Fearing to go alone, an older member of the family goes along, and must sometimes stay awhile until the little stranger grows accustomed to the new surroundings.

Grace K—— was brought to school for the first time by her mother. Miss R——, the teacher, made herself agreeable, and soon Grace was contented to remain. This lasted until her mother left, when Grace, realizing her loneliness, began to cry and had to be taken home. In the afternoon Miss R—— called for Grace, but could not persuade her to go to school. Every inducement was offered, but in vain. Finally, Miss R—— noticed a large dog, Grace's constant companion, and said, "Grace, bring Rover to school." The idea was capital. Rover was stationed where grace could see him, and in three or four days his services were unnecessary.

Children going to school for the first time, get so many new ideas that their vocabulary is insufficient to tell their parents all about their new experiences in school. Howard L—— was asked by his father at the close of Howard's first day in school, what kind of a time he had had. The boy promptly replied, "O, I've had a h—l of a time," which was his way of saying that he was pleased beyond expression.

He had never before been inside of a school-room and was wonderfully impressed with school furniture, etc. He told his folks that at school there were *shelves* to put books under, and *shelves* to lean on.

The minds of children are sometimes represented as tablets of wax ready to receive impressions. but teachers often find some that are more fitly likened to tablets of stone, so difficult is it to make impressions upon them. Such children act like wild animals at first, and look and talk as if in a dream. Their minds are vacant, and when asked by the teacher to stand up and recite, they seem to lose all mental control, and they look at the teacher in utter astonishment when she asks a question relative to the lesson. If, on the way to school, the teacher says "Good morning" to such a child, he seems struck by a thunderbolt and does not know what to say in reply. Such minds make little progress for one, two, or even three years, and sometimes never. Yet I have known such cases to "wake up" after two or three years and make such rapid strides that they soon overtook those of the same age who had gone ahead of them.

One boy was reported to me by his teacher as one whom she could not teach anything. He had been in school a year. I examined him and found that he could name only a few letters and a few of the small words. When I pointed to the lesson he could not say a word of it. He wanted to gaze around, and it seemed impossible for him to concentrate his thought on printed words. On my pointing to a picture which illustrated the lesson, he at once became interested and could readily name every object shown in the picture; but when again asked to name the printed word that represented the object, his interest and effort were at an end. I can account for this case only on the supposition that the power of abstract thought had not yet been developed in his mind.

A similar boy has given very few answers in his class the past year. The teacher may point to a word, but he can not name it. He evidently knows the word, for, if the teacher names it incorrectly, he gives a negative shake of the head; if she names it correctly, he is quick with an affirmative shake.

I have often stood in a large primary school and looked at the rows of faces on the beginners' side and have cast my eye along toward the side where the older ones sat. As I did so, I have noticed the marked increase in intelligence, interest and power as the faces were older. The young faces had a vacant look, or a strained one as if it required an effort to understand what was going on about them. The older ones have a more interested and determined look and seem to understand everything said to them.

The exact time at which a boy begins to think of the girls at school not definitely known. Almost every boy has his "girl," and some with more magnetism than others have two or three. One boy was so bashful when he first started that he would look neither to the right hand nor to the left. It was not many weeks, however, until he was running around the play-ground hand-in-hand with his "girl." One magnetic little six-year-old had the following dialog a few weeks after starting to school :

*Boy.*—Papa, I've made a mash to-day.

*Papa.*—Yes? And who was it?

*Boy.*—Katie W——, and I mashed Maggie K—— too.

*Papa.*—Indeed! And what do you mean by mash?

*Boy.*—I don't know, but I *mashed* them anyway.

I have often noticed the shape of craniums and the make-up of faces of pupils in the first primary. I have unconsciously classified the heads as goody-goody, intellectual, animal, society, smart, and strong. I cannot definitely describe these heads or tell why I so classify them. The impression made upon my mind is the result of noticing them and thinking about them day after day. My classification would not hold true very long, for heads change considerably during a school-life. I have seen bright, intelligent looking children develop into very common-place and, in some cases, ignorant looking children. I have also seen dull, vacant-looking ones grow into brightness and intelligence. Usually, the children who progress most rapidly at first are those who have projecting foreheads. They seem to have no trouble in learning anything—seem to know things intuitively. They go through chart, primer and first reader in one year, and, were it not for their lack of age, would be put into the second reader. Not every projecting forehead indicates smartness, for there are some that immediately give me the impression of dullness—why, I cannot tell—but I am seldom mistaken. Some foreheads project at the base just above the eyes, others along the middle horizontal line, and others at the top. Some project at base and middle, others at middle and top, and still others at base, middle and top, and present a smooth solid projection overhanging the eyes a little. These last are the intellectual ones, and usually remain the brightest if blessed with a stock of perseverance at the back of the head. I have noticed ten varieties of forehead projections: A projection just over each eye; a projection between the eyes; two projections on middle-horizontal line; a projection in middle of forehead; and those projections which extend all along base, middle or top, or any two or all three of them.

In the course of time, these projections become less noticeable, and

the tendency of education is to change toward a full, smooth forehead. Right here, I might add that I think the tendency of graded schools is to produce uniformity among children. It does it by checking the bright ones and hurrying the dull ones. For the great mass of pupils, it furnishes all the education they are capable of receiving, but genius could probably develop better elsewhere.

I find that my observations have gone no further than the First Primary Department. Some other time, I may continue them in the higher grades.

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### TEMPERANCE INSTRUCTION.

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The following suggestions, from a circular letter issued by State Superintendent Sabin to the teachers and county superintendents of Iowa, are appropriate and worthy of thoughtful consideration in Ohio at the present time.—*Ev.*

The evident intent of the law is to place the teaching of the nature and effects of stimulants and narcotics upon the same basis as other branches taught in our public schools. The pupil gains his knowledge of arithmetic by successive steps; he must pass an examination in one part of the subject, and show his familiarity with it, before he is advanced to the next division. Scientific temperance instruction should be treated in the same manner. One portion should be thoroughly mastered before the next is entered upon. If this is well done, the teacher will often find work enough in one part of the subject to employ and interest the pupils during a whole term. Careful consideration will convince us that the work done in this branch of study is too superficial in many of our schools, because we are attempting more in a given time than can be done well. Temperance instruction needs to be reduced to a system.

We suggest the following plan :

*In the first division*, intended for little children, let the work be entirely oral and confine the subject-matter largely to the simple rules of health, as cleanliness, exercise, and habits of eating and drinking, with but little physiology or anatomy.

*In the second division*, instruction should still be given orally, but an advance may be made, in that the pupil should be required to carefully reproduce what has been given him and to commit to memory facts and principles, so as to make them his own. The department of hygiene may be enlarged and something of the mechanism of the body may be added. It is to be noticed, however, that this oral work should be very carefully prepared, with method and thought, in or-

der to adapt it to the capacity of the pupils. It is of especial importance in these two divisions, that you give, if possible, a strong bent to the child's mind against the use of liquor and tobacco.

*In the third division*, the use of the text-book should begin. Here more individual study and work on the part of the pupil is necessary. It would not be well to endeavor to cover the whole ground of physiology and hygiene. The functions of the more important organs only should be thoroughly studied and explained. The action of stimulants and narcotics upon these organs should be faithfully impressed upon the child's mind.

*In advanced divisions*, the whole subject of the human body, its mechanism, its need of protection, may be carefully studied. At this stage, a few of the more important technical names may be learned and the functions of the various organs more minutely described:

In all your work, care should be taken to give instruction in accordance with the spirit of the law. *Total abstinence should be taught as the only sure way to escape the evils arising from the use of alcoholic drinks and tobacco.* This systematic plan if carefully followed will insure a more thorough understanding of the subject, and teachers will not complain that they have used up all their material.

Allow me to suggest to the county superintendents, that you give this study, especially as it has reference to the effects of stimulants and narcotics upon the human system, the attention which it deserves at your coming institute; and that at examinations you submit to your teachers short but comprehensive questions to test their knowledge, as required by the law.

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## ALBANUS AVERY MOULTON.

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BY J. M. DAVIS.

We are called upon to record the death of one of the best, if not best known, of the teachers of our State, the late President of Rio Grande College. He was born in Roxbury, Mass., now a part of Boston, March 23, 1848. His father was a minister in the Freewill Baptist denomination, and his youth was spent in various places where his father was located as pastor; among others, Lowell, Mass., and Lewiston, Me. He attended Hillsdale College, in Michigan, and Bates College, at Lewiston, for some time. He entered the junior class at Yale College in 1869, and was graduated from that institution in 1871.

He then completed a course in Mathematics and Civil Engineering in the University of Michigan, and worked at railroad surveying until the financial crash of 1873 caused him to relinquish it. He came to Rio Grande as Professor of Mathematics at the opening of the college in 1876. Three years afterward, upon the resignation of Rev. Ranson Dunn, D. D., he became president. He discharged the duties of this position for six years, with the highest degree of ability, zeal and success; but in June, 1885, he was compelled to ask for a year's release from duty on account of seriously impaired health. At the end of one year he had made some improvement, but not enough to enable him to return to his work. His resignation was offered but not accepted. At the end of another year it had become evident that he could not return, and his resignation was again offered, and this time accepted. A few months afterwards he became much worse in health, and after a brave and patient struggle, finally yielded up his life, June 22, 1888.

The last three years of his life were spent in Colorado; the first in outdoor work as civil engineer, the second as teacher in the High School at Fairplay. The third year, he built himself a pleasant home upon a ranch near Pueblo, and resumed the work of surveying. When driven by advancing disease to lay this aside, he came and lay down in his home, still hoping that rest would give him at least partial recovery. It was a hope never to be realized. His work was done; and all too early for those who depended upon him for support, and the many who loved and trusted him, he passed into the eternal rest.

And yet, we cannot say that his life was short or his work incomplete, if measured by activity and fruitfulness rather than mere passage of time. In his forty years of life he had gathered a rich store of knowledge and wisdom. The higher elements of character had reached a beautiful and rich maturity in him. In home and school, in business and general society, he had shared actively and heartily in all the serious and ennobling relations of life; in other words, had had a varied and vivid experience. He had touched many minds and hearts with his own warm and quickening influence. During his nine years' work at Rio Grande, it was given to him, in a very large part, to develop the spirit and aims of the school, and to form in the minds of the people who had but little knowledge of the agencies and aims of liberal education, those first views upon these matters which are of so vast importance in all the future work of the school. In this work, he was guided by mature judgment and noble ideals, and his influence upon the entire constituency of the college was very marked.

He enjoyed his work as teacher in Rio Grande, was deeply grateful for the clear evidence that came to him from time to time of the good that was being accomplished by it, and, when he knew that the end of his life was near, his mind reverted with unusual frequency to it. His relatives brought his remains back to Rio Grande for burial, and he lies at rest in the place of his longest and most useful efforts in life.

In 1876, he was married to Miss Lillian Allen, of North Linndale, O. They enjoyed a home-life of the highest beauty and richness. Their's was in the truest sense a home of affection and culture. He left behind him his widow and five children.

He was a most pronounced and active Christian, and based all his instruction on the conviction that moral qualities are higher than intellectual, that intellectual strength must be subject to the law of Christ, in order to be a blessing to its owner and the world. Had he been present at the last meeting of the Ohio Teachers' Association, he would have given a hearty *Aye* to the following resolution passed by that body: "*Resolved*, That we recognize with profound approbation and commend with the fullest accord the very pronounced Christian sentiment that has characterized alike the papers and discussions of this Association."

Professor Moulton had high views in regard to the teacher's position in society, of the value of his work, and of the qualities he should possess. He was rapidly gaining an acquaintance among the best teachers, and he labored earnestly to make himself worthy of their companionship. This he successfully did, and his abilities, character, and scholarship were recognized by his fellow-teachers as being of the highest order. His last meeting with co-workers was at the annual meeting of the South Eastern Ohio Teachers' Association at Athens, in May 1885. His inaugural address as president of the Association, delivered at this meeting, was marked by thorough scholarship, deep reasoning, and noble sentiments; but his voice was so much impaired that he had great difficulty in delivering it, and his health was so feeble that he could not preside at all the sessions.

It is almost as hard to close this sketch as it was to part with him when death claimed him. But the last words must be said. Farewell, farewell to a tried and true brother, friend, and fellow-worker. His memorial is in hearts saddened by his departure, and in lives ennobled by his influence. His home is where all the good and true among his earthly comrades shall surely meet him again.

*Rio Grande, Ohio.*

**DELIGHTS OF TEACHING.**

[From an Address before the Alumni of Richmond College, by Judge Swann, of Fincastle, Virginia.]

There are two sources of the teacher's delight, the one proceeding from the act of imparting knowledge, the other from a personal interest in the subjects taught. It is the characteristic of human nature, wherein it most resembles deity, that pleasure follows giving. Hence, says the divine teacher: "It is more blessed to give than to receive." Now, the teacher's life is one continual giving forth of the richest treasures of the mind. Every teacher that is instructed unto his duty "is like unto a man that is an householder, which bringeth forth out of his treasure things new and old," for the profit and delectation of his pupils. That this tendency of human kind is inherent and universal, is shown by the fact that the child, as soon as it has learned to prattle, is never more delighted than when trying to teach the infant lips to speak; and men, not confining their instructions to their own species, are reaching out after the lower creatures, so that there is scarcely a bird that flies in the air, or a beast that walks the earth, or a fish that swims in the water, that has not been an object of man's endeavor. Now, the pleasure of instruction is in proportion to the responsiveness of the subject, to the efforts of the instructor. I cannot think it is the acme of bliss

"To prompt the stupid thought,  
To spur the dull idea on to sprout,"

and I could not go into raptures in training those creatures that can be taught little more than to come at their master's call or to utter their mistress' name. And yet I have seen men and women outside of a lunatic asylum spending hours in teaching a green and red parrot to scream, "Polly wants a cracker."

But the teacher of the child has a field for the exercise of his office well-nigh boundless in its expanse. The rose opens its petals no more readily to the sun's genial rays than does the budding intellect under the magnetic influence of a sympathetic, wide-awake teacher.

The farmer takes pleasure in seeing the soil yielding kindly to his attentive care.

The architect rejoices to see some splendid edifice planned by himself, rising up, the admiration of beholders.

The sculptor, with chissel and mallet, carves from the insensible marble an ideal conception of his brain, and behold, to him it becomes instinct with life—"a thing of beauty and a joy forever."

"The poet's eye in a fine frenzy raging  
Doth glance from heaven to earth, from earth to heaven,  
And as imagination bodies forth  
The form of things unseen, the poet's pen  
Turns them to shape, and gives to airy nothing  
A local habitation and a name,"  
And the creatures of his imagination become the idols of his heart.

All these give a kind of pleasure, marred, however, by the contemplation that upon them all is inscribed, *Passing away!* The fairest fields of the agriculturist may in an hour be swept by a cyclone or devastated by cruel war. The grandest specimen of architecture may in a night be reduced to ruins by the torch of the incendiary. One blow from a vandal hand will lay in ruins the life-work of the sculptor.

Many a poet has exclaimed with joy as exultant as Horace's, "I have erected a monument more durable than bronze," whose works have perished, whose names are forgotten.

But he who tills the soil of the mind; he who builds character; he who carves upon living hearts; he who writes upon the tablets of the brain, does a work that abides forever. And the teacher realizes this, and it gives him a lasting delight.

But the chief delight of the teacher is in his pupils. They are his hope, his joy, his crown of rejoicing. He loves them; they love him. There is no place for the misanthrope in the school-room. If a man love not, neither should he teach. All joy has its origin in love. It was no haphazard arrangement of the inspired writer when in cataloguing the fruits of the spirit he linked joy with love. Tell me the object and extent of a man's love, and I will estimate his joy. The joy of the sensualist has its origin in self-love. The Christian's joy springs from a heart welling up with love for God and man—"a joy unspeakable and full of glory." There is no tie binding man to man that is productive of truer delight than that which unites seekers after truth, holding the relation to each other of teacher and pupil—such, for instance, as united Socrates and Plato, Arnold of Rugby and Tom Hughes, Gessner Harrison and John A. Broadus.

What matters it, then, to the teacher if men in a mad rush for gold, for pleasure, for notoriety, depreciate him and his work? He knows the Esaus are not all dead. Swine, in eager rush for refuse from a kitchen, will trample under foot the costliest pearls. I see one of these money-loving, pleasure-seeking, notoriety-craving men enter a country school-room. He barely notices the little boy with patched pants and bare feet eagerly conning a well-thumbed grammar—

"A primrose by the river's brim,  
A yellow primrose was to him,  
And it was nothing more."

But how different the vision of the teacher. His prophetic eye, kindling with pride in the true power of his calling, looks forward to the time when by his training this modest little boy shall be honored and respected by his fellows. Yea, he knows not but that if he himself is remembered by posterity at all it will be because he was the teacher of this very boy. The brightest gems that deck the brow of royalty or hang from beauty's ear were once the unappreciated playthings of the children of savages.

These considerations make the teacher not only contented but happy to labor in quiet and in comparative obscurity. The fact is, all effectively good work is quiet work. See how nature works. When she would tear down and destroy, it is amid the roar of thunder, the blast of the trumpet, the shock of the earthquake. When she would build up and recuperate, it is noiselessly and secretly, like the subtle influence that streams from the sun, bursting the buds and clothing the dead earth with verdure as with a garment.

See the coral ! how noiselessly and unobserved it toils beneath the surface of the water, and yet it builds structures compared with which for bigness and beauty the grandest works of human hands are but children's toys, and it erects barriers against which the noisy waves of old ocean dash themselves in vain, and are hurled back foaming in impotent rage.

But the Christian teacher derives not his sole delight from contemplating the present. In hope confident he is carried forward to the time—and who will say his hope is vain?—when having finished his work here, and having passed over the river to the beautiful beyond, there shall be reassembled around him those who sought his instruction on earth ; and there, reclining under the tree of life, or roaming in converse sweet the green fields of Paradise, they shall review the lessons of time and seek into the hidden things of eternity, gathering knowledge with each revolving cycle of ages, drawing nearer and nearer to the great source of wisdom, of truth, of life, of light, of immortality—the only infallible teacher!

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The purpose of education is to form men. To this end let teachers begin by being men themselves. Whoever undertakes the education of another should begin by completing his own.

## STATE BOARD QUESTIONS.

(Continued from last month.)

### LITERATURE. (*Common School.*)

1. What is the composition of the English Language?
2. What text-book have you used in your study of English Literature? How does your author sub-divide the subject?
3. Name three authors who preceded Chaucer, and a work of each. What can you say of Chaucer?
4. What are the literary characteristics of the age of Elizabeth? Name the five greatest authors of that age, and a work of each.
5. In what respects does the literature of the period of Queen Anne differ from that of Elizabeth? Name some of the most prominent authors of her period.
6. Who is the author of the greatest allegory ever written? Who of the greatest epic poem in our language? What is its title?
7. Whom do you regard as the first of American historians? Poets? Novelists? What work of each do you prefer?
8. What use can be made of an acquaintance with English literature in teaching?
9. What course would you pursue to interest your pupils in good books?

### ENGLISH LITERATURE. (*High School.*)

1. What is meant by the literature of a language? In what department of literature are you specially interested?
2. What have you read, either in the original or in translation of the literature of other languages?
3. Name the English histories you have read. State to which of these you give the preference, and the reasons for such preference.
4. Do the same in regard to the *great* works of fiction.
5. The same in regard to the drama and poetry.
6. On what grounds is the supremacy of Shakespeare in literature based? What plays of his have you read? Which do you regard as the greatest of his plays.
7. Which is generally regarded as the greatest period in English literature? What is meant by style in literary work?
8. State briefly the respective merits of Macaulay and Carlyle as essayists?
9. What course would you pursue, if you were called upon to teach literature in a high school?
10. In your judgment, how does literature rank as to value among school studies? Give your reasons briefly for such judgment.

## ORTHOGRAPHY.

1. Distinguish between proper and improper diphthongs. Illustrate.
2. What is meant by the power of a letter?
3. Under what circumstances are u and i consonants? Illustrate.
4. Give three rules for accent.
5. What is a syllable? What is essential to a syllable?
6. Give three rules for spelling.
7. Write a list of words that will employ all the diacritic marks in use.

## RHETORIC.

1. How does rhetoric differ from grammar? From logic? State some of the advantages to be derived from the study of rhetoric.
2. Define the terms style, diction, and barbarism, as used in rhetoric. What are the essentials of good diction?
3. How are sentences classified, in a rhetorical sense? Define each class.
4. Give some rules to be observed, and state what errors should be avoided in the construction of sentences.
5. Explain what is meant by a figurative style. Name the common figures of rhetoric.
6. Define simile and metaphor. Illustrate the difference between them.
7. Give examples illustrating the use of irony and hyperbole.
8. What constitutes the distinction between prose and poetry? Name the different kinds of poetry.
9. What is an epic poem? Name three celebrated epics. What is the difference between epic and lyric poetry?
10. Take memory as a subject for an essay, and give an outline.

## LOGIC.

1. Give the definition of logic. What work or works have you read on the subject?
2. What is a syllogism? Construct one and name its several parts.
3. What is meant by the *extension* of a term? What by its *comprehension*? Illustrate. Which term has the greater extension, *education* or *instruction*.
4. Show the difference between *inductive* and *deductive* reasoning.
5. What is the *reductio ad absurdum*. What is a fallacy.
6. Discuss the application of logic to the methods of teaching.

PHYSICS.

1. What is meant by the absolute zero, and how may it be found?
2. At  $150^{\circ}\text{C.}$ , what will be the volume of a gas that measures 10 cu. cm., at  $15^{\circ}\text{C.}$ ?
3. Name and illustrate the different kinds of lenses.
4. Define Hydrokinetics.
5. Given an aperture 4 feet below the surface and 20 feet above the point where the water strikes, to find the range of the jet.
6. A 1,000 grain bottle of sulphuric acid weighs 1,846 grains, and of alcohol 746 grains. Find the specific gravities of the liquids.
7. Explain the action of the Electrophorus, the Electroscope.
8. Describe the permanent, temporary, artificial, and natural magnet.
9. Of two pendulums, one vibrates 70 and the other 80 times per minute. Compare their lengths.
10. A body falling, passed over 262 16-25 yds; how long was it falling?

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CHEMISTRY.

1. Define salts, bases, acids.
2. Illustrate what is meant by the mathematics of Chemistry.
3. How much H can be made from 100 lbs. of water?
4. Give a list of the elements that exist in a free state.
5. Define precipitation. Illustrate.
6. State the principles of the atomic theory.
7. Define rational and empirical formulæ. Illustrate.
8. Distinguish between mineral and organic acids. Give a list of five of each class.
9. Give source, preparation, properties, and compounds of Alluminium.

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ZOOLOGY.

1. What is meant by the bilateral symmetry of *vertebrates*? To what type of *man* do the inhabitants of New Guinea belong?
2. By what technical term are the monkeys of Madagascar known? Institute a close comparison between the *gorilla* and *man*.
3. Define the following terms as employed in Zoology: *Branches, classes, orders, families, genera, and species.*
4. Describe the bones, respiratory system, stomach, and brain of *birds*. What birds attain to the greatest age?
5. Classify the following-named birds: *Albatross, stork, hawk,*

*parrot, whippoorwill.* Name the largest birds found in the Arctic regions.

6. Describe the circulatory organs of a *reptile*. Name the three orders of reptiles.

7. Compare *amphibians* and *fishes* with respect to their manner of respiring. Where is the *electrical eel* found?

8. Describe the nervous system of the *articulates*. Compare it with that of *mollusks*. How are the gall-nuts found on leaves formed?

9. Name and describe the three stages in the life of an *insect*. In what manner do spiders spin the threads that form their webs?

10. In what manner do *bivalves* get their food? What animals have no separate respiratory apparatus? Name some animals that present the most rudimentary digestive cavity?

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#### BOTANY.

1. What is a plant? Describe a plant cell. Name three natural forms of cells. What kinds of organic matter make up a cell?

2. Define Physiological Botany. Into what two grand divisions is the Vegetable Kingdom divided?

3. In what three ways are branches arranged on a stem? Upon what does this arrangement depend?

4. What part of a plant may be called its *digestive apparatus*? Describe the venation of exogens. Of Endogens.

5. To what order does each of the following named plants belong: *clematis, fuchsia, pansy, forget-me-not, and hyacinth*?

6. To what sub-kingdom do ferns belong? Define Systematic Botany.

7. Name some of the chemical changes that take place in germination. What force causes the sap to ascend to the leaves?

8. What organic element is most abundant in plants? How does bone manure affect the soil on which it is placed?

9. Distinguish clearly between *growth* and *reproduction* in the life of a plant. Name two terms used to designate different kinds of pericarps.

10. Define inflorescence. Name and describe the essential floral organs. When is the term *perianth* used?

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#### GEOLOGY.

1. Explain what is meant by metamorphic, igneous, and calcareous rocks. Give two or more examples of each.

2. In what ways have plants and animals contributed to rock-making?

3. Name some of the principal agencies in producing geological changes.
4. Give a full classification of geological time.
5. Define the terms fault, dip, fossil, granite, and drift.
6. Describe the formation of coal. Locate the coal and limestone regions of Ohio.
7. How have the mountain ranges been formed?
8. Name some of the characteristics of the Devonian age.
9. Explain what is meant by the glacial period.
10. How do you account for petroleum and natural gas? Locate the gas belts of the U. S., as thus far developed.

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ASTRONOMY.

1. (a) Name and locate six stars of the first magnitude.
2. (a) Name some variable stars.  
(b) Give cause of variation.
3. (a) What is Bode's law?  
(b) What is Kepler's third great law?  
(c) What led to its discovery?
4. (a) Name the planets of the solar system.  
(b) Their distance from the sun.  
(c) Their comparative volume, density and mass, the earth as a basis of comparison.
5. Explain, by figure, the difference between the sidereal and solar year.
6. By what reasoning did Newton arrive at the law of gravitation?
7. In what three ways has the density of the earth been determined?
8. Compare the force of gravity at the sun's surface to that on the earth.

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GENERAL HISTORY.

1. How effective were the orations of Demosthenes against Philip, and those of Cicero against Catiline? Who is called the philosophic historian of Greece?
2. Describe the manner, and give the place and time, of the death of each of the following named persons: Archimedes, Socrates, Hypatia, Mark Antony, and Joan of Arc.
3. What period of history is covered by the Crusades? Whose names are most prominently connected with the Third Crusade? Which of Scott's novels gives a vivid idea of the Crusades? Which portrays mediæval life in England?

4. How did the rivalry between Baliol and Bruce originate? How did it result? During the reign of what English king was each battle fought—Bannockburn, Halidon Hill, Otterburn, and Flodden Field?

5. What relationships existed between French and English monarchs as the result of the marriage of a daughter of Henry IV to a son of James I?

6. Why were the Jacobites of England so called? Name the last battle fought on the soil of Great Britain.

7. What renowned characters figured in the Thirty Year's War? State the causes and results of this war.

8. In what important European wars has England been a participant since the reign of Queen Anne? Give the time of the chartist agitation in England. Who wrote "Alton Locke?"

9. Trace the course of events that led to the reconstruction of the German Empire. Name the ruling emperor. Who bears the title of Chancellor of the Empire?

10. In what manner did Spain gain and lose sovereignty in the Netherlands? In Mexico?

Explain briefly the connection that existed between Portugal and Brazil.

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#### ALGEBRA.

1. If 65 lbs. of sea water contains 2 lbs. of salt, how much fresh water must be added to these 65 lbs in order that the quantity of salt contained in 25 lbs. of the new mixture shall be reduced to 4 ounces, or  $\frac{1}{4}$  of a lb.?

2. The sums of three numbers, taken two and two, are  $a$ ,  $b$ , and  $c$ . What are the numbers?

3. Two couriers depart at the same time, from two places, A and B, distant  $a$  miles from each other; the former travels  $m$  miles an hour, and the latter  $n$  miles; where will they meet?

4. 
$$\begin{aligned} x+y &= 4. \\ x^4+y^4 &= 82. \end{aligned}$$

5. Investigate a formula for finding two numbers,  $x$  and  $y$ , of which the difference is  $d$ , and the product  $p$ .

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#### GEOMETRY.

1. In any triangle, the square of a side opposite an acute angle, is equal to the sum of the squares of the base and the other side, diminished by twice the rectangle of the base and the distance from the vertex of the acute angle to the foot of the perpendicular drawn from the vertex of the opposite angle to the base, or to the base produced.

2. Triangles which have an angle in each equal, and the including sides proportional are similar.
3. To divide a given straight line into two such parts, that the greater part shall be a mean proportional between the whole line and the other part.
4. To find the approximate area of a circle whose radius is 1.
5. Two triangular pyramids having equal bases and equal altitudes, are equal in volume.
6. Similar pyramids are to each other as the cubes of their homologous edges.
7. The volume of a sphere is equal to its surface multiplied by one third of the radius.

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#### TRIGONOMETRY.

1. Name and define the functions of an arc.
2. Develop the three formulas for the solution of right-angled triangles.
3. Develop formula for following :  
Given two sides and their included angle to find the remaining parts.

4. Outline the solution of the following problems :

The distances A B, A C, and B C, between the points A, B, and C, are known, viz.: A B=800 yards; A C=600 yards.; and B C=400 yards. From a fourth point P, the angles A P C and B P C are measured, viz.: A P C=33° 45', and B P C=22° 30'. Required the distances A P, B P, and C P.

5. Prove :

$$(A) \sin 60^\circ = \frac{1}{2}\sqrt{3}.$$

$$(B) \sec 60^\circ = 2.$$

$$(C) \cot 60^\circ = \frac{1}{\sqrt{3}}.$$

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#### NOTES AND QUERIES.

##### GENDER OF COLLECTIVE NOUNS.

Do collective nouns have gender? If so, what is the gender of *army, herd, flock, jury*? H. D. J.

Goold Brown gives this rule: "Nouns of multitude, when they convey the idea of unity, or take the plural form, are of the neuter gender; but when they convey the idea of plurality without the form, they follow the gender of the individuals that compose the assemblage." This is the common view. But it

is better not to apply gender to such nouns at all, since they do not imply any distinction of sex. There is no propriety in applying gender to any nouns except those that imply a distinction of sex.—ED.

#### PHYSIOLOGY IN COUNTRY SCHOOLS.

How should physiology be taught in country schools, and to what extent should the subject be carried ? J. E. L.

A good method of teaching any subject in a country school does not differ materially from a good method of teaching the same subject in any other school. Child mind is about the same in city and country, and requires about the same treatment.

The suggestions contained in State Superintendent Sabin's circular, printed elsewhere in this number, are in point. For younger pupils, the instruction should be entirely oral, and confined to the simplest rules of diet, cleanliness, fresh air, etc. In very many country schools, as in nearly all city schools below the high school, a text-book in the hands of the pupils is not advisable. Any one capable of teaching can prepare himself to conduct each day, or two or three times a week, a simple talk with his pupils about the principal organs of the body, their functions, and the means of maintaining their healthy action, especially if he is supplied, as he ought to be, with a set of suitable charts for the purpose. It may be said that the work, undertaken in this way, will not be carried on systematically and persistently. It is simply a question of faithfulness or unfaithfulness on the part of teachers.

Many practical lessons may be impressed by the teacher's care in regard to the heating, ventilation and cleanliness of the school-room, and his attention to the personal habits of the pupils. Familiar oral lessons thus practically enforced will be of far more value to the great mass of pupils than the learning of a lot of hard names from a text-book of anatomy and physiology.

Pupils sufficiently advanced to use a text-book profitably should pursue the subject with the same system and thoroughness required in other studies. In some large country schools, it may sometimes be necessary to alternate physiology with some other study, United States history, for example; but "half a loaf is better than no bread."

In teaching the evil nature and effects of alcohol and narcotics, the intellectual, moral, and social effects should receive attention, as well as the dire effects on the tissues of the body; and total abstinence as the only sure means of escape from these evils should be strongly inculcated.—ED.

#### QUERIES ANSWERED.

Q. 2, p. 492.—One of the best books of the kind is *The Treasury of General Knowledge*, by Celia Doerner, in two volumes. May be ordered through any bookseller. B.

Q. 4, p. 492.—Kauri gum is a resin obtained from the Kauri tree, which is a native of New Zealand. It is sometimes found in pieces as large as a child's head, of a dull amber color. It is used for making varnishes, etc. D. A. H.

Kauri gum is an amber-like substance, varying from a soft cream-white to an amber color, dug in large quantities from the soil in New Zealand.

See U. S. Dispensatory, 14th edition, page 1682.

J. W. CAMPBELL.

The above statements are both correct, though seemingly at variance. The exudation flows from the tree into the sand, where it hardens.

Q. 6, p. 492.—Let  $x$  = cost of one egg; then  $12x$  = cost of a dozen, and  $\frac{12-2x}{x}$  = number of eggs bought. If 2 less were bought for 12 cents, the price of one egg would be represented by  $\frac{12x}{12-2x}$ ; and since this raises the price 1 cent per dozen, the price of one egg may also be represented by  $\frac{12x+1}{12}$ . We then have the equation,  $\frac{12x}{12-2x} = \frac{12x+1}{12}$ . Solving this equation, we have  $12x=8$ , the number of cents a dozen eggs cost.

FORREST HALL.

*Jackson Center, O.*

Q. 7, p. 492.—The amount of \$300 for 4 years at 8 percent is \$396. The amount of \$1 for 1 year 2 months (from February 1, 1888, to April 1, 1889), at 10 percent, is \$1.11 $\frac{2}{3}$ . Then the present worth of the note is as many dollars as \$1.11 $\frac{2}{3}$  is contained times in \$396, which is \$354.63, cost of note.

D. A. H.

Q. 8, p. 492.—Answers received not correct. The problem involves more than appears at first glance.

Q. 10, p. 492.—“*All the same*” is an adverbial phrase modifying the verb, “*may learn*.” It is equivalent to “*nevertheless*.”

*Defiance, Ohio.*

B.

#### QUERIES.

1. What are the principal objections to the alphabetic method of teaching beginners to read? Why do so many continue to use it when writers on education so universally condemn it? S. A.

2. What method should be employed to teach children how to study? U. G. GORDON.

3. What does the best experience teach in regard to communication between pupils in study hours? Which is better, prohibition or regulation? ONE WHO WANTS HELP.

4. What is the "International Date Line," where is it, and why is it so crooked? E. S. NORTON.

5. At what times between 7 and 8 o'clock will the minute hand be as far from 4 as the hour hand is from 6? J. K.

6. Reduce  $\frac{77}{75}$  to approximating fractions, and show that there can be but four of them. (Used in a county examination of teachers.) U. G. G.

7. Dispose of words in italics: *It was from me that he received the information.*

## LETTERS TO SCHOOL EXAMINERS.

—Office of—  
THE STATE COMMISSIONER OF COMMON SCHOOLS. }  
COLUMBUS, OHIO, SEPT. 3, 1888.

DEAR SIR:—Accept my thanks for the copy of examination questions which you sent. I regret to see that, except the paper on grammar, not one of these papers attempts to test the qualifications of the candidate to teach the several branches.

The law requires the teacher to have your certificate that he is *qualified to teach* Arithmetic, Geography, &c.

Now, it may be that the best mathematician in Ohio does not know how to teach arithmetic. Your examination makes no attempt to test one's skill in teaching. How, then, can you certify to it?

Yours truly,

ELI T. TAPPAN, Commissioner.

—Office of—  
THE STATE COMMISSIONER OF COMMON SCHOOLS. }  
COLUMBUS, OHIO, SEPT. 3, 1888.

DEAR SIR:—The school law allows the examining board to renew a certificate without examination in one specified class of cases. It is a fair inference that the examination cannot be dispensed with in any other case, and therefore not in the case of a candidate's first application. An examiner may properly use his knowledge of the candidate's success and skill as a teacher, also he may properly use his knowledge of the applicant's failure, or folly, or viciousness.

Yours truly,

ELI T. TAPPAN, Commissioner.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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It is not an easy thing for a teacher to be always kind and gentle, and yet be entirely just and faithful; but this is the ideal at which he should always aim. He should have an exalted appreciation of the "might of gentleness."

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Another month will determine who are to get the premiums offered in the July number, viz.:

1. For largest list of subscribers, a set of the PEOPLES' CYCLOPEDIA, half morocco, worth \$25 00.
2. For list second in size, Webster's Unabridged Dictionary, or \$10.00 in cash.
3. For list third in size, one year's subscription to any one of the popular monthly magazines.

There are four or five lists now well up to the front, but the next month may make material changes.

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### PHYSIOLOGY AND THE NATURE AND EFFECTS OF ALCOHOL AND NARCOTICS.

In reply to inquiries from various sources, we repeat that after January 1st, 1889, no person can be legally employed as a teacher in any common school in the State of Ohio who has not obtained from the proper board of examiners a certificate that he is qualified to teach physiology and hygiene; and furthermore, that no certificate is to be granted to any person on or after January 1st, 1890, to teach in the common schools, or in any educational institution supported wholly or in part by money received from the state, who does not pass a satisfactory examination as to the nature of alcoholic drinks and narcotics, and their effects upon the human system.

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### EXAMINERS, HEARKEN!

There is everywhere a great surplus of teachers. The number of teachers, or of those desiring to teach, is greatly in excess of the number of schools to be taught. In view of this, and in view of the very limited attainments of a large percent of teachers now employed, is there not a very plain duty which devolves upon school examiners? Should they not make the entrance to the

teaching profession more difficult? It may not be either practicable or desirable to submit more difficult questions in arithmetic, grammar, etc.; but there should be a far higher standard than that which prevails at present in the matter of ability to *read, speak and write English*, and the door should be shut and barred against every applicant who does not show that he has read to some purpose one or more of the many excellent professional works now within easy reach of every one, such as White's *Pedagogy*, Fitch's *Lectures on Teaching*, or Compayre's *Lectures on Pedagogy*.

The duty of the examiners seems very plain. The supply of teachers is in excess of the demand, and the need of higher qualifications is urgent. What provision is there in our school system for such an emergency? None save boards of examiners, and for this very end they exist. They have the power, and theirs is the responsibility.

The decree should go forth from every board of examiners in the State. Teachers must be better prepared in English. They must be able to read in a book distinctly and give the sense, and be able to teach their pupils to read in a book understandingly; they must speak English with tolerable accuracy and fluency; and they must be able to write a page of English fit to put into a printer's hands. Furthermore, they must show some knowledge of the business of teaching. They must not only show some acquaintance with the art of teaching, but they must manifest some ability to express intelligent thought concerning the principles that underlie the art. They must know something of child-nature and the means and methods of child-culture.

All this is reasonable and attainable, and what a valuable service examiners could render to the cause by acting up to their obligations and opportunities, in the directions indicated.

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It is lamentable that in the midst of so much reading and thinking on the subject of education, there are still so many teachers scarcely moved by the earnestness and activity about them. They read little and think less even about the practical every day work of the schoolroom, say nothing about the study of the history and principles of education. They acquire sufficient knowledge of the common branches to pass the ordeal of the examiners—that often with difficulty, and become familiar with a little routine of lesson-saying which they go through day after day, and give themselves little further concern.

We wish the county and city school examiners could be called up to testify in the hearing of all the people as to the amount of definite knowledge developed by their examinations in Theory and Practice. What would be the average standing of the twenty-five thousand common school teachers of the State on a set of questions like those below? Take out one thousand of the best and would the remainder average 40 percent?

1. What is pedagogy? How does it stand related to psychology.
2. How do knowledge and mental discipline stand related to each other in education?
3. Distinguish between a synthetic method and an analytic method of teaching. Illustrate by examples.
4. What is meant by objective teaching? To what extent should it be used in schools?

5. Children should memorize only what they understand. Prove or disprove this proposition.

6. Trace the analogy between food for the body and mental aliment.

7. What is meant by the order of development of the faculties? What is the true doctrine on this subject?

8. Distinguish between judgment and reason. Which, if either, is first in the order of mental development?

9. Distinguish between moral education and the teaching of morals. Illustrate.

10. In moral education, is it to be assumed that the child is by nature good or bad, or neither?

In such a test as the above, the chief requirement should be, that the examinee shall show ability to express intelligent thought on each topic, rather than that his views shall agree with those of the examiner.

The following from the London *Journal of Education* is in point:

The principal of a certain school in America advertised for an assistant-master, and was flooded with applications. To each applicant he sent a form to be filled up, with questions among which were the following: "What kind of knowledge should first be taught to a child? What professional preparation have you made for teaching? What works on education have you read? From which of these have you derived most profit? What do you do to improve your professional skill and knowledge?" In due time the forms were returned, but to the questions quoted only one master replied, and he said, "It hardly seems worth while to trouble you with any views of mine on education; I am no theorist." Were the head masters of our public schools to repeat the experiment, the result would be the same. In fact, pedagogical works find a larger circulation in America than in England.

### THE ELEMENT OF PLEASURE IN EDUCATION.

"I am aware I may here be reminded of the necessity of rendering instruction agreeable to youth, and of Tasso's infusion of honey into the medicine of the child; but an age in which children are taught the driest of doctrines by the insinuating method of instructive games has little reason to dread the consequences of study being rendered too serious or severe. The history of England is now reduced to a game of cards, the problems of mathematics to puzzles and riddles, and the doctrines of arithmetic may, we are assured, be sufficiently acquired by spending a few hours a week at a new and complicated edition of the Royal Game of the Goose. There wants but one step further, and the Creed and the Ten Commandments may be taught in the same manner, without the necessity of the grave face, deliberate tone of recital and devout attention, hitherto exacted from the well-governed childhood of this realm. It may in the meantime be subject of serious consideration whether those who are accustomed only to acquire instruction through the medium of amusement may not be brought to reject that which approaches under the aspect of study; whether those who learn history by the cards may not be led to prefer the means to the end; and whether, were we to teach religion in the way of sport, our pupils may not thereby be induced to make sport of religion."—*Waverly*.

Sir Walter Scott uses the above language in connection with his criticism of the desultory system under which young Waverly was trained. It touches a question that has two sides, neither of which contains all the truth; and the great novelist, like those who have lived after him, evidently found difficulty in seeing and expressing the whole truth, on so large a subject, from one point of view.

There is and ought to be a large element of pleasure in education. There is, also, and ought to be, a large element of downright hard work, amounting often to wearisome and painful striving. It is not implied that pleasure and work are always necessarily separate and opposed; a right-minded person finds his highest enjoyment in earnest work. But it seems to be Nature's plan to put into the life of children a large element of mere amusement or play and teachers of little ones are not usually slow to take a hint from this. It seems also to be Nature's plan to steady and sober, in time, the playful tendencies of childhood, by the more earnest and serious work of life, and teachers of every grade should keep this in mind—the great burden of their effort lies in this direction.

There is little danger of children's growing up lacking in capacity for amusement; but the danger of their growing up without large capacity for hard work is imminent and great. Multitudes do so grow up, and teachers have a large share of the responsibility. The case is well put by a recent writer in these words: "The power to think for one's self has too little standing in the schools; and we do not insist enough upon the appreciation of the worth of school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object-lessons, and illustrate all things. *To make education amusing, an easy road without toil, is to train up a race of men and women who will shun whatever is disagreeable to them.* But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of children to ignorance."

The hero of *Waverly* was permitted, under an old and indulgent tutor, in a great measure to learn as he pleased, what he pleased, and when he pleased. He was "permitted to read only for the gratification of his desire for amusement," not realizing that he was "losing forever the opportunity of acquiring habits of firm and assiduous application—of gaining the art of controlling, directing and concentrating the powers of his mind for earnest investigation." He sought books and teachers only so long as they afforded him amusement, and the effect upon his character, happiness and usefulness was anything but salutary. This is the extreme in one direction.

It does not follow that the best results are obtained by going to the opposite extreme. It is not necessary to put into a child's training as much as possible that is distasteful and repulsive. The work of the school should be made as attractive as possible, though there should be no attempt to present it under the false guise of play. The best service we can render a child is to teach him to work and to love work. "It is to render him a very poor service to accustom him to regard everything as play." The wise teacher will seek the golden mean. As Compayre well says, the legitimate desire to make study agreeable, to sweeten the toil of the child, ought not to make us forget the necessity of effort.

#### OPINIONS OF THE STATE SCHOOL COMMISSIONER.

Attention is called to two letters of the Commissioner, printed elsewhere. The following notes from the Commissioner's letter book were received when our last form was nearly ready for the press:

1. In answer to a County Auditor who asks as to allowance of an item of Examiner's charges:—There is no law for paying anything except the regular *per diem* allowed by Sec. 4075. The clerk is generally "necessarily engaged in official service" more days than the other examiners, and draws pay accordingly, but that is all.

2. To a question from a clerk of a sub district:—The clerk of the sub-district is a member of the township board and cannot lawfully receive any pay for work done for the board, even in making specifications for building a school-house.

3. To a teacher in a village or special district:—The monthly report to be made by teachers of graded schools should be in any form prescribed by the board of education. It is not expedient to require it in the same form that is used for the term report.

4. To a member of the executive committee of a county institute:—It is a principle of the common law of this country that an agent cannot make a bargain with himself—as committee, or trustee, or officer. He cannot employ himself.

5. To a Judge of the Probate Court:—The law is explicit: "No person shall be appointed examiner who is interested in any book selling business." I do not feel at liberty to say that the law-makers meant only school books, as they do not say so.

ELI T. TAPPAN, Commissioner.

## READING CIRCLE STUDIES.

### COMPAYRE'S LECTURES ON PEDAGOGY.

In accordance with the plan of the Board of Control "to have 'helps' for the year's course published in the MONTHLY," the editor proposes to "lend a hand." In the first place, he is disposed to commend the wisdom of the Board in placing *Compayre's Lectures* on the list of books to be read. Of all the multitude of books on teaching that have appeared in recent years, probably none is more worthy of thoughtful study, or more calculated to benefit teachers that have any desire to know the principles on which their art is based. Of course, as psychology underlies all, the student is lead to the study of the mind, and he soon discovers that the essential facts of mental activity are stated in simple language easily within the comprehension of the common understanding.

Before proceeding, it is well to know something of the author, as well as the general scope and plan of the book we are to study. The following facts in his life are gathered from a brief sketch found in his *History of Pedagogy*.

Gabriel Compayre was born in Southern France in 1843. His father was a man of education and sterling character. The son, after careful home training, was sent to college, where his brilliant powers and his untiring industry marked him as a young man of great promise. His tastes at first led him along the line of metaphysics and philosophy, but subsequently a practical turn of mind led him into the channel of experimental methods, and he became an advocate of the Baconian philosophy. Human nature and human life have been with him subjects of profound study.

He was graduated from the normal school in 1865, and soon thereafter received an appointment to a professorship. Though yet a young man, his life abounds with labors and honors. Some of his works have had very large sales reaching up into the hundred thousands.

Our translator says Compayre is too wise, too catholic, and too honest to be an extremist. His utterances are "the words of a judge whose sole preoccupation is the truth, and not of an attorney who is addressing a jury box." Let us follow him with the candor and teachableness of earnest truth-seekers.

Dr. W. H. Payne, to whom we are indebted for this excellent translation, scarcely needs an introduction to our circle, as he is already known to many, through his books and his work as professor of the science and the art of teaching in the University of Michigan. He is now chancellor of the University of Nashville and president of the Peabody Normal College.

The book consists of two parts. Part first is theoretical pedagogy. It is a study of the child in his natural development and in the formal culture of his faculties. Part second is practical pedagogy, and deals more directly with subjects and methods of instruction and rules of school administration. For a fuller view of the character and scope of the work, read the translator's as well as the author's preface.

Turn now to Chapter I. Let us read with fixed attention.

#### EDUCATION IN GENERAL.

1. The term 'education' comparatively a newcomer in the French language. What is the etymology of the word?

2. Difference in application of the terms *training*, *cultivation* and *education*. Why not speak of educating a dog or a rosebush?

3. Is there a science of education? How does this appear? On what based? By what name called?

4. Distinguish the terms *pedagogy*, *pedagogics*, and *education*. (See translator's note) Compare science and experience in the matter of teaching.

5. Is pedagogy an exact science? Are all its principles fully established and well understood?

6. How does pedagogy stand related to psychology? Name other sciences that have their basis in psychology.

7. Discuss the author's view of "infant psychology." Note the translator's view. Which is nearer the truth?

8. How does pedagogy stand related to physiology, logic and ethics?

9. Why is it so hard to frame a definition of education? Criticise the definitions quoted by the author. Write a definition of your own.

10. The division or parts of education corresponding to the different parts of human nature. Important quotation from Horace Mann.

11. Division of education with reference to its end.

12. All men entitled to a liberal education. What is a liberal education? Huxley's definition.

13 and 14. What is implied by conformity to nature in education? Vagueness and equivocation in the use of the term nature.

15 Limitations of the principle of nature. Is it the province of education to thwart, correct, or change nature? This topic will bear a good deal of study.

16 and 17. Harmonize the doctrine of liberty on the student's part with the doctrine of authority on the part of the teacher.

18. What education can do and what it cannot do. Are differences among men due solely to education? Are the chief advantages of education realized only by mediocres?

19. Other educational agencies besides the school. Relation of the school to these.

20. Increased importance of education in a republic. Why?

21. Character-building the supreme end of education. Importance of character in teachers.

#### CHAPTER II.—PHYSICAL EDUCATION.

22. Reasons for not separating physical education from intellectual and moral education.

23. Value of a sound and well developed body, for its own sake.

24. Effect of a healthy and vigorous body on mental and moral growth.

25. Physical education as a basis for professional education.

26. Application of the doctrine of conformity to nature, to physical education.

27. Need of a knowledge of child physiology. Wherein does it differ from general physiology.

28. Necessity of parents knowing the laws of life—especially, child life. Spencer quoted. Extent of teacher's obligation here.

29. Distinction between negative and positive physical education. Two necessary elements.

30. Rousseau's meaning when he said, "Hygiene is not so much a science as a virtue."

31. What is the true doctrine in regard to physical "hardening?" Teaching of Goldsmith's anecdote about Peter the Great.

32. Value of cleanliness. Relation of bodily cleanliness to moral purity. What can the teacher do about it?

33. General rule in regard to the food and clothing of children.

34. Physical activity as a counterbalance to brain labor.

35. Gymnastics as a means of physical development. French legislation on the subject (See translator's note).

36. Influence of gymnastics on intellectual growth and on character.

37. Military drill as a physical training, and as a preparation for citizenship.

38. Is gymnastic training necessary for girls? Is the same physical training suited to both boys and girls?

39. Prescribed programs of gymnastic exercises in French schools.

40 and 41. Element of pleasure in physical training. Comparative value of gymnastics and play.

42. Status of physical education in England. Evil results of English "mania for muscularity."

43. Unfounded fears concerning physical development.

Before rising, let us think for a moment of the value of such study. Its tendency is to broaden and strengthen. It is scarcely conceivable that one should add to his experience in the school room such study as this, and not rise in his profession. And yet what multitudes eschew all such study, pre-

ferred to fish in some of the "educational slop-pails" now so abundant and cheap. Those who spend their out-of-school hours thus are easily recognized by their leanness and untidiness.

At our next sitting we shall take up intellectual education—the education of the senses, etc.

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### O. T. R. C.

MR. EDITOR:—Please to acknowledge, through the MONTHLY, the receipt of the following sums for membership fees in the Reading Circle since my report of May 22.

June	3.—W. T. Perry, Jewett, Harrison Co.....	\$ 3.75
"	5.—Miss Kate Elliott, Coshocton, Coshocton Co.....	.25
"	12.—Miss E. B. Mather, Hanging Rock, Lawrence Co.....	.25
"	14.—W. S. Eversole, Wooster, Wayne Co.....	1.00
"	14.—Miss Hannah Pierce, Delaware, Delaware Co.....	5.00
"	14.—J. C. Price, Manchester, Adams Co.....	.25
"	15.—M. R. Andrews, Marietta, Washington Co.....	2.50
"	21.—Fred. Schnee, Cuyahoga Falls, Summit Co.....	4.75
"	23.—L. E. Baughman, Chandlersville, Muskingum Co.....	2.00
"	23.—Mrs. Jennie Bryan, Madisonville, Hamilton Co.....	.75
"	23.—J. F. Lukens, Lebanon, Warren Co.....	9.00
"	24.—Charles Hauptert, Dennison, Tuscarawas Co.....	21.75
"	24.—J. S. Wharton, Tremont City, Clark Co.....	2.25
"	26.—John Hancock, Chillicothe, Ross Co.....	25.00
"	26.—A. E. Taylor, Springfield, Clark Co.....	7.25
"	26.—Aaron Grady, Portsmouth, Scioto Co.....	2.00
"	26.—W. B. Carter, Lake, Stark Co.....	4.50
"	27.—Miss Mary Ainslie, Sandusky, Erie Co.....	.75
"	30.—Miss Kate R. Blair, Marion, Marion Co.....	.25
July	3.—J. C. Bethel, Flushing, Belmont Co.....	.75
Aug.	29.—W. T. Perry, Jewett, Harrison Co.....	1.00
"	29.—Miss Sydney E. Gilliam, Dayton, Montgomery Co.....	3.00
Sept.	1.—Mrs. M. Gates, Pennsville, Morgan Co.....	.25
"	3.—W. B. Carter, Lake, Stark Co.....	.25
Total.....		\$98.50

Respectfully submitted,

E. A. JONES, Treasurer.

The following persons from Tuscarawas County have completed the course for four years and received their diplomas since the meeting of the State Association. The diplomas were presented on the fourth day of the last week of the Tuscarawas County institute.

Eli B. Weathers, Miss Mary M. Camp, Miss Annie Fackler, Chas L. Cronebach, Miss Lizzie Skinner, Miss Ruth Hoffman, Miss Belle Skinner, Chap Ginther, F. D. Kinsey, S. R. Booher, W. F. Gilmore, F. S. Yaberg.

This makes twenty diplomas for Tuscarawas County.

Supt. Chas. Hauptert, of Dennison, the Cor. Mem., reports 227 enrolled thus far this year.

Miss Aphie Robinson, Amelia, Clermont Co., has also received a diploma, since the Sandusky meeting.

T. A. Bonser, of Montgomery County, received a diploma last winter and his name should have been included in the list published at that time.

D. C. Heath & Co., Boston, Mass., are publishing the Constitution of Ohio in the leaflet form, and will have it ready this month.

E. A. JONES, Cor. Sec.

#### A FEW MORE WORDS ON THE COUNTY INSTITUTE.

About a year ago, I said in an article upon "County Institutes" that "true teaching is true teaching everywhere." Shortly afterwards, an article appeared in an educational paper published in our State (which I should not have seen, had it not been sent to me with the desire that I might answer it), taking exception to the statement and discoursing eloquently upon the difference between the "man who, in a little shop by himself, makes the shoe from heel-tap to toe," and the workman who in a large factory, does his particular part of the work. It has occurred to me that if I were to liken teaching to shoemaking at all, the lone shoemaker just described, would represent the tutor or governess who has charge of the education of an only child. However, even this shoemaker would make a better shoe by studying perfect models,—even if the best shoes could be made in a factory.

A reply to the remarks made concerning institute workers might be made from arguments based on reasoning. That is, showing that in both city and country we have the same faculties to develop; that the best method of developing these faculties will always be that method which develops them most surely and at the same time most rapidly; that those methods of city schools which consume time without giving a corresponding value are not good and should be discarded there. The granting of these statements must destroy the common argument that is urged against certain good teaching, to the effect that the teacher with so great a number of classes to hear as falls to the lot of the teacher in the district school, and so limited a time for each class, cannot follow certain methods on that account.

If we consider another purpose of education, the acquiring of useful information, there can be no greater difference between the city and the country school than between the schools of different cities; and, indeed, in some cases, between the schools of the different wards in the same city. In every case, it should be the work of the teacher to find out what is known; not to waste time in imparting information already possessed by the children, but to give that new information which will be most useful—useful not merely in the bread-and-butter sense, but useful in the giving of general culture, and of that kind of knowledge which will aid most in pursuing later other studies especially desirable on account of their disciplinary value. Therefore, from the standpoint of reason, I cannot see why it is not good for the teachers of both city and country schools to come together to consult concerning educational questions with the assistance of those who are making a specialty of psychological and pedagogical investigation. The same kind of argument that would put all this institute work into the hands of those nearest the sphere of those whom they instruct, would exclude all from the work, even in city institutes, except those who are actually engaged in teaching in the various grades. Upon the dire results, the narrowing tendency of such a plan, it is useless to enlarge.

But it is my intention to give the results of investigation concerning this

matter, rather than arguments in favor of a proposition which a year's development has but strengthened. In the first place, I found those institutes most largely attended, most full of that spirit of enthusiasm which promises well for the year's work upon which we are all just entering, in the counties where the city and country teachers have been working together in harmony for years. I found each class helping the other. In the second place,—and this fact has given me the greatest satisfaction,—I have become personally acquainted with teachers of ungraded schools who are teaching primary reading as it is done in the best city schools; numbers of teachers who through their own personal efforts have secured good supplementary reading for their schools; and in one county more than two or three teachers of these separate district schools have secured, by means of lectures and other entertainments, a sufficient number of reference books to make it no presumption to speak of their "reference libraries."

Many of these teachers of ungraded schools are doing good work for language culture. Others are eager for all suggestions that you can give them upon the subject, and are sending away for books to aid them in their work.

Many of these teachers are teaching arithmetic and geography according to the best methods suggested by the talks of the "wise people" so sarcastically spoken of by the writer before mentioned. The truth is that the "wise people" whom I have been so fortunate as to hear, discussed principles underlying all true education, gave helpful suggestions, but did not consume time describing little plans that could be followed only under certain circumstances. Another thing to which I must call attention is that a large part of the teachers holding certificates in any county and attending the institute are teachers in the summer schools. These schools vary in their number of pupils from seven to twenty, rarely exceeding fifteen or sixteen. The time problem is therefore not so vexatious a question for these teachers as for the teachers of the heavier winter schools. Many of these teachers are young, but earnest and promising, and are inspired towards great effort for self-improvement, by having the importance of their work magnified, by coming in contact with those who, engaged in the same profession, have won honorable reputations through sacrificing labor for others. It was with great pleasure that I heard our Honorable School Commissioner urge before a large body of teachers that the teacher made the school; that the question, "How shall we improve our country schools?" ought to be answered in the same way as the general question, "How shall we improve our schools?" by "Improve the teachers."

However, from conversation with a great many teachers of ungraded schools, I am convinced that one serious drawback to carrying forward these schools steadily in the line of progress, is the frequent change of teachers kept up in many counties of the State. How to increase the time for which these teachers, when worthy, may hold their schools, seems much more important to me than the tenure of office question as it relates to the teachers in the city schools.

But the question is too broad to enter upon in this article, as it runs into the very important questions of how to improve examiners and school directors,—questions which in my view are rapidly assuming a paramount importance, for my respect is rapidly deepening for the teachers themselves, as my acquaintance grows wider and more thorough.

MARGARET W. SUTHERLAND.

## EDUCATIONAL INTELLIGENCE.

—Beaver Creek township, Greene Co., is to have a new township high school building, at a cost of \$5,087.

—The Lake County institute was held at Painesville, with C. W. Carroll, J. P. Barden, and W. E. Lumley as instructors. There was a good attendance throughout, the enrollment reaching 140. F. B. B.

—It is expected that the next meeting of the North Eastern Ohio Teachers' Association will be held at Akron, on the fourth Saturday of October. The official announcement has not yet been made.

—The County Commissioners have broken the deadlock which existed in the Alliance Board of Education for some months, by the appointment of C. C. Davidson to the superintendency of the public schools.

—The Ashland County institute was held at Hayesville the week beginning Aug. 20, with J. C. Hartzler, S. Thomas, J. W. Bowlus, and Miss C. A. Stewart as instructors. Nearly two hundred teachers were present.

—The usual four-weeks session of the Summit County institute began July 9th. J. C. Hartzler and Fred Schnee were the instructors for the first three weeks, and E. F. Moulton and E. A. Jones did the work of the last week.

—The Salem Academy, at South Salem, Ross Co., O., under the principalship of W. W. Findley, is now the oldest and one of the most successful academies in Southern Ohio. It prepares students for college or for teaching, as well as for active life.

—*The Glendale Monitor*, published monthly by the teachers and pupils of the Glendale public schools, is a very sprightly paper, devoted to the interests of the Glendale schools. Chas. F. Dean is the superintendent and has immediate charge of the high school department.

—A two-weeks session of the Wayne County institute was held at Wooster, beginning August 13th, with Drs. Kirkwood and Eversole as instructors, assisted by J. S. Nichols and D. F. Mock. The report of the proceedings published in the *Institute Record* indicates a very profitable session.

—Preble County Teachers will hold their first meeting for this school year, on the Second Saturday of October, with President F. S. Alley on the program for an inaugural address; Supt. J. P. Sharkey, with Model work for Language Lessons, as his theme; and A. B. Johnson, of Avondale,—topic not announced.

—"Our County held the best institute this year, Aug. 20—25, ever known here," is the report we get from Clarke County. Instructors: Eli F. Brown, Indianapolis; Prof. Tufts, Antioch; Prof. Prince, Wittenberg; William Richardson, Cleveland; Prin. Keesecker, Springfield. Enrollment, 213. Evening Lectures, by Prof's. Richardson and Brown, were very fine and well attended.

—Morrow County held a one-week institute at Cardington, beginning Aug. 13th. Dr. Williams and several school superintendents of the county conducted the work of instruction. The institute was well attended and successful. Officers for the ensuing year: *Pres.*, T. D. Riddle; *Sec.*, Maggie Mateer; *Treas.*, A. L. Banker. The next meeting will be held at Mount Gilead.

—We met an earnest and responsive body of teachers in the Hancock County institute, which met in the college building at Findlay, August 6, and continued in session two weeks. We remained only the first week, and were associated in the work with President J. R. Latchaw and Professor E. M. Mills. No report for the second week has reached the MONTHLY.

—The teachers of Lorain County held their institute at Elyria for two weeks, beginning August 20. Dr. W. H. Payne, of Nashville, Tenn. and Dr. W. G. Williams, of Delaware, Ohio, did the work the first week, and Dr. S. J. Kirkwood, of Wooster, Ohio, and the writer kept things going the second week. A large majority of those in attendance were young ladies.

—There was a large attendance at the Union County institute, held at Marysville. The instructors were Dr. B. A. Hinsdale, Supt. C. W. Butler, and Prof. E. M. Mills. Among the resolutions adopted was one requesting the Probate Judge to appoint none but practical teachers on the county board of examiners, and recommending that the tenure of office of examiners be limited to two terms.

—Miami County closed a four-weeks institute at Piqua, August 17th. 171 teachers enrolled. Citizens took a deep interest in the proceedings. There was great enthusiasm among the teachers. Instructors: J. T. Bartmess, A. T. Moore, Laura T. Benson (Indianapolis), J. W. McKinnon, and H. L. Frank. Officers elected: *Pres.*, W. O. Howell; *Sec.*, J. R. Clark; *Ex. Com.*, A. T. Moore, R. W. Haines, and C. W. Bennett.

—The Hamilton County institute, held at Madisonville, Aug. 20—26, was one continual boom. Over 300 teachers were enrolled, and fully as many citizens and friends of education were in continual attendance, crowding the halls and lecture rooms. E. E. White, E. S. Cox, A. B. Johnson, J. P. Cummins and Virgil A. Pinkley did good service as instructors. Our next institute will be held at Westwood. J. L. T.

—The Van Wert County institute was held at Van Wert the week beginning August 20th. The enrollment was 160, and much interest was manifested. The instructors were C. W. Bennett, L. M. Sniff, and D. E. Cowgill. Officers for next year; *Pres.*, J. R. Bowland; *V. Pres.*, G. M. Hoaglin; *Sec.*, Elsworth Brown; *Ex. Com.*, A. A. Manship, Sophie Vance, and Adam Hirn.

MAGGIE ROSE. Sec.

—The head mistress of a girls' school in England has recently been awarded \$1 000 damages with costs, in a libel suit against a member of her school board, for exaggerated and false statements published in a newspaper, concerning the punishment of a pupil, whereby said headmistress had been "subjected to the tortures of much mental anxiety." The London *Schoolmaster* hopes this penalty may prove "a warning to members of school boards who are ready to lend their ears to the lies which are detrimental to the teachers whom they ought to protect."

—The Warren County institute was held at Lebanon, for two weeks beginning August 13. Papers and discussions by teachers of the county, constituted an interesting feature, with talks by the writer as filling for the first week. The commencement at the Normal University divided the interest somewhat, though there was fair attendance and fair interest, but we under-

stand that, under the instruction of Dr. Burns and Miss Jacque, there was good attendance and good interest the second week. There is nothing soporific in the educational atmosphere of Lebanon.

—The Miegs County institute was held at Pomeroy, Aug 13, instead of Middleport as formerly. The instructors were Dr. J. P. Gordy, of Athens, Prof. E. T. Nelson, of Delaware, and Supt. F. S. Coultrap, of Nelsonville. The session was short, only one week, but the attendance was large and the interest great. A very popular feature was a series of evening lectures, free to the teachers and citizens of the town. On the whole, it was pronounced one of the very best institutes ever held in the county.

MANNING S. WEBSTER.

—The Marion County Teachers' institute held a two weeks' session at Marion, commencing July 30th. It was a very interesting and profitable institute, there being in attendance about 185 teachers. For the first week, Supt. Butler, of Defiance, and Prof. Darst, of Ada, and for the second, Supts. Crouse, of Marion, and Rauck, of Caledonia, were the instructors. Evening lectures were delivered the first week by Profs. Darst and Butler. The election resulted as follows: *Pres.*, W. O. Bailey; *V. Pres.*, Miss Emma Smith; *Sec.*, Miss Elma Seitz, *Executive Com.*, G. E. Haley, May Gooding, and W. O. Bailey.

W.

—Mahoning County institute held a two weeks session beginning Aug. 6th and it was one of the largest and best institutes ever held in this county. Under the able instruction of Profs. J. A. Leonard and F. B. Sawvel, of Youngstown, and Superintendent Roller, of Niles, the interest was kept up from the beginning to the end. Each of the instructors gave an evening lecture, and several socials were held. The following officers were elected for the ensuing year: *Pres.*, J. Calvin Ewing; *V. Pres.*, W. P. Moody; *Sec.*, Josephine Miller; *Ex. Com.*, Geo. W. Alloway, L. U. Huling, J. G. Gault, Lillie Haynes, Victoria Cryer.

GEO. W. ALLOWAY, PRES.

GRACE BROWN, SEC.

—The Harrison County institute was held the week beginning August 20th, at Hopedale, the seat of the McNeely Normal College. The instructors were R. M. McNeal, county superintendent for Dauphin Co., Pa., and the writer. Supt. McNeal's work was very practical and profitable. Uncle Cyrus McNeely attended several of the sessions and took an active interest in the work of the institute, speaking several times with much earnestness and deep feeling. Rev. J. M. Jamieson, president of the college, attended regularly, as did a good many of the citizens. A marked feature was the large preponderance of the male element in the institute. It was voted to return to Hopedale next year.

—There was a four-weeks session of the Ashtabula County Institute. About 240 teachers were enrolled. There were two sections, one for review and the other for the study of methods. Steps were taken to secure a fund for the purpose of establishing a summer school of methods, in connection with the institute. The instructors were I. M. Clemens, J. S. Lowe, R. S. Thomas, Mrs. J. S. Lowe, C. S. Johnson, and J. D. McCalmont. Commissioner Tappan was present and delivered an address. The session was one of the most profitable ever held in the county. Officers chosen for the ensuing year: *Pres.*, R. S. Thomas; *V. Pres.*, Mrs. J. S. Lowe; *Sec.*, Miss Flora Jerome; *Ex. Com.* C. C. Babcock, C. S. Johnson, J. D. McCalmont.

M.

—The Auglaize County institute began Aug. 6, and continued two weeks. There were but seventy-five teachers enrolled, but a good spirit prevailed throughout and all entered heartily into the work. L. M. Sniff, J. W. Zeller, K. vander Maaten, and C. W. Williamson were the instructors, and all did excellent work. Thursday afternoon of second week was set apart as "Directors' Day." Prof. Williamson discussed various points in the school laws, a number of local directors and citizens being present. The following officers were elected for the ensuing year: *Pres.*, B. J. Beech; *V. Pres.*, E. F. Dawson. Anna Culliton and W. E. Kershner; *Sec.*, Turah Shaw; *Treas.*, Maggie Duvall; *Ex. Com.*, F. C. Brewer, F. W. Freyman and E. S. Lusk. E. J. B.

—The Montgomery County teacher's institute commenced on the 13th of August, and closed on the 23rd. The instructors for the first week were Dr. W. H. Venable and Dr. J. J. Burns. The work of the second week was carried on by home talent. Miss M. Jennie Brown, of Dayton, gave primary instruction, with a class of fourteen little ones. W. J. Patterson also gave instruction in arithmetic. A new feature in our institute was "Directors' Day." The directors were sent neatly printed invitations to be present, and quite a number responded. A good program had been arranged and several took part in the lively discussion of the "Albaugh Bill." The county reading circle was re-organized, and the first meeting will be held the first Saturday in Oct. Take it all in all, our institute was a very successful one. The following officers were elected: *Pres.*, G. W. Brumbaugh; *V. Pres.*, R. P. Mercer and Mrs. Helen M. Reiszer; *Sec.*, Bertha Brunner; *Treas.*, P. A. Winder. The enrollment was 279. The average daily attendance of teachers and visitors was 250.

ORILLA H. BRYANT, Secretary.

—Resolutions adopted by the Washington County teachers' institute relative to the death of Prof. Jno. D. Phillips:

*Whereas*, Providence has removed from our midst our fellow teacher, Prof. Jno. D. Phillips;

*Whereas*, The long service of Prof. Phillips in the cause of education in Washington County, stretching over a period of more than thirty years, has made his name familiar to every teacher in the county;

*Whereas*, It is doubtless true that his devotion to his chosen profession has shortened his span of life, and

*Whereas*, In his capacity of County School Examiner for more than a quarter of a century, his uniform kindness toward young and untried applicants has endeared his name to a host of teachers; therefore,

*Be it Resolved*, That in the death of Prof. J. D. Phillips, the profession has lost a devoted member, and we as individual teachers have lost a true friend and invaluable counsellor.

*Resolved*, That the memory of his patient, persevering devotion to his work, the recollection of his modest unassuming manners, and his kind helpful disposition toward the young and inexperienced members of the profession, shall be cherished by the members of this institute, with the hope and belief that this memory will furnish to us renewed inspiration to be better and more faithful members of a noble profession.

J. T. DUFF.	} Committee.
LYDIA M. HART,	
J. L. JORDAN.	

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### PERSONAL.

—B. R. Gass is principal of the Ebert school, Denver, Col.

—E. E. Rayman succeeds J. R. Rogers at Lorain; salary, \$1,000.

—D. N. Cross has been elected principal of the schools at West Union, O.

—E. M. Van Cleve has taken charge of the schools of South Charleston; salary, \$1,000.

—Charles F. Seese, of Hudson, is now a member of the Summit County Board of School Examiners.

—Supt. E. E. Adair, of Doylestown, is now a member of the Board of School Examiners for Wayne County.

—W. H. McFarland has been assigned to the principalship of the Pearl St. School, Springfield, O.

—Supt. J. P. Sharkey, the new Preble County Examiner, did institute work in Muskingum County, the third week of August.

—Principal Shuey, the new man at Eldorado, Preble County, has begun work in a manner highly pleasing to his patrons.

—A. B. Stutzman, of Kent, and J. J. Jackson, of Garrettsville, have recently been appointed on the Portage County Board of Examiners.

—A. E. Taylor, superintendent of schools at Springfield, Ohio, has an increase of salary, over last year, of \$200. He was re-elected for two years.

—Albert Haupt, brother of Superintendent Chas. Haupt, of Dennison, has sailed for Germany, with the view of spending a year in the University of Berlin.

—F. J. Beck has been elected to the principalship of the Napoleon High School, *vice* E. A. Brobst, recently elected but resigned to engage in other business.

—W. D. Gibson, formerly an Ohio teacher, but for some time engaged in teaching at Whitewater, Wis., has accepted a position in the high school at Appleton, Wis.

—David Simons Kellicott, of Buffalo, has been chosen to succeed Prof. A. H. Tuttle in the chair of zoology and comparative anatomy, Ohio State University.

—A lady teacher of fifteen years experience in higher grammar grades wishes a position in graded schools. Refers, by permission, to the editor, who may be addressed for further information.

—W. A. Beates, for six years principal of the Lancaster High School, has resigned to accept the presidency of Thiel College, at Greenville, Pa. I. N. Keyser, of Leetonia, succeeds him at Lancaster.

—Fletcher Hawk, for the past two years principal of the Houston, Miss. schools, has charge of the Monroe Township (Butler Co.) High School, *vice* S. I. McClelland, resigned. Salary \$100 per month.

—Miss Eva Eichar has been chosen teacher of natural sciences in the Wooster High School. Miss Eichar is a classical graduate of the University of Wooster, and has served two years as principal of the New Lisbon High School.

—C. D. Hubbell has entered upon his eighth year in charge of the schools at Bedford, Ohio, with the unanimous support of his board. He has also recently been appointed a member of the Cuyahoga County Board of Examiners.

—A C. Burrell, a Stark County teacher, and Hattie M. Webb, for some time principal of schools at Tallmadge, have united their fortunes. The cards read, "At home after Aug. 20, Canal Dover, O." Mr. Burrell is now a teacher in the Schools of Canal Dover.

—Ernest B. Skinner and Adda C. Coe, graduates of Ohio University, have been called to positions in Amity College, Iowa; the former to the chair of mathematics, and the latter to the chair of didactics and history. Before leaving Ohio, the occupants of the two chairs were made one, and Mr. and Mrs. Skinner have entered upon their work in Amity.

—The friends of Prof. F. V. Irish, and there are many among the readers of the MONTHLY, will be pained to learn of his sore affliction, in the death of his only child, Mrs. Stella Shook. She was married on her seventeenth birthday and died the day following her eighteenth, at Lima, O. Prof. Irish still has the department of English language and literature in the State Normal School at Lock Haven, Pa.

—Among those who journeyed to California the past summer was a party from Wooster, O., consisting of Supt. W. S. Eversole and wife; Miss Jennie A. Boyd, Principal of the High School; and Miss Jeanette E. Jackson, teacher of Greek and Latin in the High School. Among the many points of interest visited by them were Manitou Springs, Salt Lake City, Lake Tahoe, San Francisco, Monterey, Yosemite Valley, Santa Barbara, Los Angeles, San Diego, Mount Shasta, Portland, Columbia River, and Yellowstone National Park.

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## BOOKS.

*An Introduction to the Study of the Middle Ages*, by Dr. Ephraim Emerton, Professor of History in Harvard University, (Ginn & Co., Boston), is not a mere collection of dates and events. It is a study of the transition in Europe from Roman to German institutions. Beginning with the battle of Adrianople it extends to the death of Charlemagne. The accompanying maps, list of books for reference, and suggestions to teachers, help to make it a very valuable aid to the proper understanding of this interesting period of history.

Edward Eggleston's *History of the United States and Its People*, (D. Appleton & Co., New York), is an elegant text-book for school use. It is not a medley of unrelated events and dates, but a connected and well told story of

the domestic and social life of the people and the birth and growth of the nation. Its orderly arrangement of subjects, copious questions and topical and geographical studies, outlines, diagrams, maps and illustrations, make it what the author's experience and reputation would lead us to expect, an ideal teaching book of American history. It is admirable as a suggestive guide to the teacher, whether in the hands of the pupils or not.

*Eclectic Physical Geography.* By Russell Hinman. Van Antwerp, Bragg & Co. Cincinnati and New York.

A knowledge of Physical Geography involves some knowledge of all other physical sciences, yet it usually precedes them in the order of studies. To meet this difficulty, the introductory chapter of this volume deals with the general properties and phenomena of matter. Following this is a description of the movements of the earth and its relations to the solar system, the main body of the text being devoted to the proximate causes of phenomena observable at the earth's surface. There is a profusion of maps, charts, and pictorial illustrations. One very commendable feature of the book is its form. It is a neat duodecimo volume, instead of the usual inconvenient quarto or atlas form.

*A Guide to the Study of the History and the Constitution of the United States.* By William W. Rupert. Boston: Ginn & Co.

The first part contains a list of topics, covering the whole period of American history, with numerous authorities to be consulted by the student. The topics seem well chosen in the main. Perhaps military affairs have undue prominence. The second and larger part of the book is devoted to brief explanations of the more difficult parts of the Constitution. The new law regulating the presidential succession is given. The plan and execution of the work are commendable.

*Universalism and Problems of the Universalist Church.* Edited and Compiled by William Frost Crispin, Akron, O. Printed for the author.

We have here a statement and Bible-proofs of the doctrines of Universalism followed by a plea for better methods in church activity and a discussion of the work of the church and the relation of the laity thereto. The author is a layman and a teacher of considerable experience, and naturally he devotes a good deal of space to general education and Sunday-school work. The general reader, though not a Universalist, will find entertainment and profit in perusing these pages.

*Lamartine's Meditations.* Edited, with Biographical Sketch and Notes, by George O. Curme, A. M. Boston: D. C. Heath & Co.

The student and reader of French has here a careful selection of poems from Lamartine. Preface, biographical sketch, and notes are in English; the poems are in the original.

*Ancient History, for Colleges and High Schools.* By William F. Allen and P. V. N. Myers. Boston: Ginn & Co.

This work consists of two parts. The first, by President Myers, deals with the eastern nations and Greece; the second, Roman History, by Prof. Allen, is not yet prepared, but a good substitute is temporarily supplied from Myers' Outlines of Ancient History. It is not a mere compilation of dates and battles, but a well-told story of the growth and decay of institutions.

*Numbers Symbolized: An Elementary Algebra.* By David M. Sensenig, Professor of Mathematics in the State Normal School, Westchester, Pa. D. Appleton & Co., New York, Boston and Chicago.

Many of the modern algebras contain too much generalization and are entirely too difficult for beginners. The one before us is strictly an elementary algebra and an excellent one.

*Institutions of Quintilian, Tenth and Twelfth Books, with explanatory Notes.* By Henry S. Frieze, Professor of Latin, University of Michigan. D. Appleton & Co., New York.

This is the author's revision of his edition of 1865—a revision of the text and amplification of the notes. Availing himself of recent contributions of German scholars, the author has been enabled to furnish the student new and valuable help in the interpretation of this old master of oratory as well as Latin.

*Living Creatures of Water, Land, and Air.* For the Fourth Reader Grade. By John Monteith. Van Antwerp, Bragg & Company, Cincinnati and New York.

This is one of the McGuffey Natural History Readers, and is a very charming book for young people. Even older ones can hardly lay it down unfinished.

*English Composition and Rhetoric.* Enlarged edition. Part second. By Alexander Bain, Emeritus Professor of Logic in the University of Aberdeen. D. Appleton & Co., New York.

The first volume of this work discusses Intellectual Elements of Style. This volume treats in a masterly and exhaustive way the Emotional Qualities of Style. The principles of criticism discussed are practically applied in a line-by-line examination of standard poetry, and so quickening the perception and forming the literary taste of the student.

#### MAGAZINES.

—*The Atlantic Monthly* for October, has a tempting bill of fare. The Pioneers of Ohio, by Rufus King, telling of the simple habits, the privations and trials, the pastimes, the schools in the old log schoolhouses, the camp meetings, etc., of the pioneers; In a Border State, by Patty Blackburn Semple, containing vivid sketches of war times; Garibaldi's Early Years, by William R. Thayer, a very graphic and entertaining account of the famous Italian's life from 1807 to 1854; and other articles of equal interest makes this a number of unusual interest to lovers of fine literature. (Houghton, Mifflin & Company, Boston.)

—The opening article of the *Popular Science Monthly* is an argument, from a philosophical stand-point, against woman suffrage, by Prof. E. D. Cope. The reasoning is clear and forcible, if not conclusive. Grant Allen's "Living Mystery" illustrates the whole process of reproduction and birth from the life-history of a pea. Hypnotism, by Dr. C. A. Herter, is a most interesting account of experiences and observations in the line of mesmeric phenomena. The editor continues his opposition to free public schools, drawing an argument from the state of public education in England. The number, as a whole, is a feast for scholars and thinkers. (D. Appleton & Co., New York.)

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

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SAMUEL FINDLEY, . . . . . EDITOR.

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### A CHAPTER OF OHIO SCHOOL HISTORY.

B. A. HINSDALE.

It is well known to all who have looked into the matter, that the school law of 1825 is a landmark in the educational history of Ohio. It has been included by Dr. E. T. Tappan, in his learned sketch, among the laws that have initiated "new eras in school history." "The law of 1821," he says, "provided a way in which people might unite in building school houses and employing teachers. It contemplated action of neighborhoods. This law was entirely permissive." "The law of 1825," he goes on to say, "was very different from the preceding. From beginning to end it had the tone of command, thus it shall be, and such shall be the penalty of neglect. This was the first law which levied a tax upon the principle that the property of all must help pay for popular education." The step was indeed a short one, as the law shows, but it pointed to the full recognition of the principle on which the present school system of the State rests, viz: The property of the State must educate the children of the State.

Looking through Caleb Atwater's "History of Ohio, Natural and Civil," Cincinnati, 1838, recently, I came upon an account of the means by which the legislation of 1825 was secured that can hardly fail to be of interest at the present time.

Mr. Atwater runs very hastily over our school history previous to

1820: The original land endowments; the occupancy of large portions of school lands by squatters; the considerable body of inconsistent and fluctuating school legislation from year to year, much of which was in the interest of the squatters, and some of which was in the interest of legislators themselves. Meantime, there were practically no schools. In 1821 the House of Representatives appointed a committee of five of its own members on schools and school lands. This committee, after careful inquiry, submitted a report, elaborate for those days, that took advanced ground on the subject of education and schools, closing with this resolution :

“*Resolved*, by the General Assembly of the State of Ohio, that the governor be authorized to appoint seven commissioners, whose duty it shall be to collect, digest, and report to the next General Assembly a system of education for common schools, and also to take into consideration the state of the funds set apart by Congress for the support of common schools, and report thereon to the next General Assembly.”

This joint resolution became a law Jan. 31, 1822, and in May following Governor Trimble appointed the commission : Caleb Atwater, Rev. John Collins, Rev. James Hoge, D. D., N. Guilford, Ephraim Cutler, Josiah Barber and J. M. Bell. Two of the seven members did not appear at Columbus in June, when the Board organized, and took no part in its deliberations. Mr. Atwater was the chairman of the Board. We give a couple of Mr. Atwater's pages without abridgment :

“This board, thus organized, ordered their chairman to address a circular letter to all such persons as had the charge of school lands in the State, soliciting information as to those lands; what was their value, how they were managed, how and by whom occupied, and finally, all the information necessary to be possessed by the commissioners.

“Each commissioner, agreed to exert himself in obtaining all the information in his power relating to these lands. After an active session of seven days, the board adjourned to meet in August next.

“Five hundred letters were addressed to persons in various parts of the State, and fearing that unless the postage were paid these letters would not be attended to by those to whom they were addressed, the author of them paid the postage. His time was devoted almost wholly to this business until in August following, the board met again at Columbus. At this meeting, which lasted seven days, the chairman was directed to prepare three pamphlets for the press: first, a pamphlet, showing the actual condition of the school lands; second, a bill proposing a system of law regulating common schools; and thirdly, an explanatory one of the school system to be proposed.

“The chairman was directed to collect all the school systems in use, in all the states; and to consult, by letter or otherwise, all our most distinguished statesmen, scholars, teachers and jurists, on this

matter. In pursuance of this order, he opened a correspondence with not a few such men, in all the old and many of the new states. This correspondence occupied nearly all his time, during the three following months of September, October, and November, until early in December, 1822, the Board again assembled at Columbus. During all this time, not a dollar had been advanced by the State to this Board, nor was there a dollar in the State treasury to spare for any object.

"Two of the commissioners had been elected members of the General Assembly, to-wit: Ephraim Cutler and Josiah Barber. The other three, Messrs. Atwater, Collins, and Hoge, devoted their whole time to this service. Occupying a room in a public house, it became a center of attraction for all the lovers of learning who visited the seat of government, during that session of the State Legislature. In this Legislature were many influential men who were opposed to a school system, to a sale of the school lands, and to internal improvements. Calling occasionally at the commissioners' room, these enemies of all improvements discovered the commissioners discussing the merits of the different school systems which they had collected. These opposers, as it now appears, with the intention of swindling the commissioners out of what would be justly due to them for their expenditures of time and money, requested the chairman to let them see what the postage on his official correspondence amounted to, and they would pay it. This being acceded to, and that being found to be seventy dollars, these legislators so framed a report, in the Senate, that it would appear that all the services had been furnished and paid for, nine weeks before the commissioners concluded their session!

"The board proceeded in their labors, day after day, and week after week, and prepared for the press and printed the three pamphlets aforesaid, at the expense of printing and paper, paid for by the chairman, and never fully remunerated to this day, by the State. Fifteen hundred copies of each, or four thousand five hundred copies, after an absence from home on that business of eighty two days, were printed, and done up in handsome covers. They were circulated over the whole State in the spring, summer, and autumn of 1823.

"On the assembling of the Legislature in December, as soon as that body was properly organized, the report of the commissioners was presented to the General Assembly, which they accepted, *thanking*, but not paying anything for their labors and expenditures. This session had a majority in both houses, opposed to the school system and the sale of the school lands, and all that was done by them was to quarrel about these subjects. They finally broke up in a row and went home. During the next summer and autumn, the contest about the sale of the school lands, the school system, the canal, and equitable mode of taxation, was warm and animated, but the friends of all these measures triumphed over all opposition at the polls in the October election of '824. Large majorities were elected in both houses friendly to these highly beneficial measures. These measures were carried through the General Assembly, and the greatest revolution, politically, was effected that our history offers to the reader. That legislature was the ablest in point of talents and moral worth that we ever had in the State.

"They gave us a system of education for common schools; changed the mode of taxation; created a board of fund commissioners who were authorized to issue stock and borrow money on it, wherewith to make our canals. They passed many other wise, morally healthful, and useful acts. These measures effected more for us than all others, ever originating with the people, and carried out into execution by the Legislature.

"Our domestic policy thus established has never varied since that time, and this new State has as fixed a policy as any other State in the Union."

From this account, it appears that the school legislation of 1825 was but a part of a new state policy that embraced three features: Public schools, an equitable system of state taxation, and a liberal system of public improvements. It appears, also, that the new policy was strenuously resisted, and that it was carried only by a thorough discussion of the three subjects that reached every part of the State. "Not less than seventy writers for our newspapers," says Mr. Atwater, "had urged the necessity on the people of having a good system of education introduced into our common schools; of changing the mode of taxation into an equitable, honest, and just one; of opening and rendering permanent a navigable water-communication between Lake Erie and the Ohio River. There was a perfect coincidence of views between the friends of these three great measures." At the expiration of sixty-five years, it is curious to reflect that the public schools of Ohio were ever compelled to borrow the support of the canals!

*Ann Arbor, Mich.*

## STUDIES IN THE BOOK OF NATURE.

BY MRS. A. H. DEVOIR.

I ventured this summer to open a page in the book of Nature, which has hitherto been to me a sealed one, but from which I have derived so much enjoyment, both for myself and my pupils, that I venture to relate a little of my experience, hoping that others, who, like myself, have not before enjoyed it, may "go and do likewise." I refer to the study of worms, caterpillars, bugs, beetles, &c. From my earliest recollection, I have had an innate shrinking from anything that crawls, and distinctly remember the feelings of horror that possessed me, when a little girl, on seeing a measuring worm industriously take the measurement of every bow and loop of ribbon on the bonnet of a lady who sat in front of me at church. And indeed, the feeling rather grew upon me than otherwise. I am glad to say

now that while I do not love a worm as I do a flower or bird, the interest which I have felt in watching their work and their wonderful transformations, has robbed them in a degree of their loathsomeness, and I can conduct myself very respectably if one chances to get on me. Happily for me, I have some very sensible little girls among my pupils, who have no foolish dread of a worm, and who often brought in for my inspection some peculiar specimen. One of them, an unusually lovely and refined child, said to me one day, "Mrs. D., just feel these ones how soft they are." I replied, "Helen, I am ashamed to tell you that I have such a horror of worms that it makes me feel very uncomfortable to see you handle them, or to have them in the school-room, but I am glad you do not feel so, and I hope you will be able to study them someday." But I began to think how much better it would be if her teacher could help her to study them, and I mentally resolved that I would try to conquer the foolish feeling, for the sake of the children. In the Autumn, I asked the boys to look for cocoons on the bushes, fences, &c., and before Christmas we had more than a dozen of the various kinds. I gave, towards Spring, some oral lessons on the silk-worm, illustrating on the blackboard the various stages of development "from egg to imago," thus kindling an interest in what I hoped was to follow. And now how eagerly the cocoons were watched every day, and how many times the question was asked, "When do you think they will be ready to come out?" When May came and our beautiful apple trees began to send the perfume of their tinted petals through our open windows, the girls began to watch for the long striped caterpillar which infests them, and soon they were rewarded by seeing quite a number leave the trees and proceed leisurely down to the ground. As usual, Helen led the van, and soon brought me several on her pretty white hand, admiring their peculiar markings and coloring. Now, thought I, is my time to show these little Yankee girls that a Buckeye woman can feel as much interest as they, in their striped friends. So I procured a good sized paper box, punctured the side well with holes, and placed a pane of glass over the top of it. Into this box we put a number of the caterpillars, and the children were delighted to furnish fresh leaves morning, noon and night, and watch them disappear, with incredible rapidity.

About this time, our cocoons began to open, one after another, and great was the astonishment and admiration of the pupils, when the beautiful moths appeared. As soon as their wings were fully expanded and dried, I placed them on a little pillow of cotton, moistened with chloroform, and in a short time they were ready for mounting.

Before school closed, all the caterpillars we had collected had spun their silken shrouds, and we as well as they waited for their wonderful change. Meantime, the older girls, who at first regarded the work a little doubtfully, and nearly all the boys, began to be quite interested, and several made nets for catching specimens, prepared boxes at home for cocoons, etc.; and after the morning greetings were exchanged, usually the next thing was something concerning the state of their worms. "My big green worm went into his chrysalis last night." "Oh! my caterpillar has drawn a leaf around him and commenced to spin." When school closed, June 22d, the fever was high, and it did not abate, for through vacation numerous were the calls I had from pupils, large and small, bringing, sometimes a leaf with a cluster of eggs on the under side, worms, caterpillars, butterflies, moths and sometimes cocoons, besides bugs and beetles, some of them of rare beauty, until I have a collection of more than a hundred specimens, almost all collected by the pupils. From a collection of eggs on a milkweed leaf, which one of the older girls found, I raised a brood of caterpillars and watched them until they donned their last suit, a tufted plush, which any lady in the land might have envied for richness and beauty of coloring. My ambition was, "from egg to imago;" but alas! one morning, after giving them a fresh breakfast, and placing them in a sunny place on the veranda, to my great regret they all hurried off, leaving only their old coats in the box; and when the children came to pay their morning visit to the "caterpillars house," great was their sorrow to find it empty. Another year, I shall not trust to their gratitude, nor their seeming content, but keep them in closed quarters. I have at present two large cocoons spun by immense green worms, just alike, but one fed on wild cherry, and the other on the leaves of the currant bush, and neither would touch the food plant of the other; also, the chrysalis of a sphinx moth, almost three inches long, which a workman found in digging up sods, and several chrysalids of the sweet fennel worm. Several of the boys and girls have made collections and learned the names of their specimens. Another year I hope to resume the work, and study with the children, and be able to do more for them. I wish them to be able to say, when a caterpillar in his furry robe hurries across their path, or a worm with his curious stripes or spots is found on bush or tree, "I know you, I know what you have been, I know what you will be," believing that in thus helping them their eyes will be opened to see many more of Nature's secrets which are hidden from so many, who having eyes see not.

*Nangatuck, Conn.*

**RIVALRY BETWEEN SCHOOLS.**

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PRES. CHAS. W. SUPER.

It is a question of some interest to those connected with schools that seek a wider than local patronage to know whether the proximity or competition of other institutions diminishes their own attendance. One would naturally suppose that only an affirmative answer could be given. But the case is by no means so clear. The general impression probably is that the number of young persons interested in higher education is a fixed quantity; and, of course, those who are at one school can not be at another at the same time. There is, however, reason to believe that the quantity is variable and is increased in proportion as opportunities are favorable. A glance through the catalogues of the various institutions for higher learning in this State makes it plain that their attendance has, on the whole, increased faster than the population. Nor is there good reason to believe that the number of students who have gone beyond its borders is less than formerly.

While it is true that if all the young people in any given community who go away from home to school were to betake themselves to any one institution it would, in many cases, have a marked effect upon its attendance, it is not probable that such a movement would ever take place where the number is beyond a few.

A friend of mine used to say that there was nothing gained by killing a fly, because two came to the funeral of every dead one and never went away. It has always seemed to me that, in a general way, the same principle holds good of students; every one is likely to influence at least two to follow his example, though they may not seek their education at the same place. It is probable, therefore, that only in very exceptional cases does one school grow at the expense of another.

It is often said that we have too many colleges and universities in Ohio. In a sense this is true. It would be fully true if all the institutions intended to be or claiming to be universities were equipped for doing university work. There would be a great waste of resources. As matters stand, there is probably not much duplication of work, because a large majority of the students in any particular institution would be out of school altogether if they were not where they are. Some of the counties in which there are colleges and universities furnish ten times as many students as others where there are none. Opportunity has almost as much to do with making a scholar as it has, according to the proverb, with making the thief, and this is generally admitted. The State of New York, for example, has within its bor-

ders scores of universities, colleges and academies; yet its Legislature supports more than a dozen Normal Schools. As students attending these schools are allowed their traveling expenses, it would seem to make little difference to them whether they go twenty miles or ten times twenty. But the school comes to the student as much as the student to the school. The case of Pennsylvania and of many other states is not widely different.

In Europe, the Kingdom of Wirtemberg, for instance, with a population of less than two millions, has nearly one hundred gymnasia and schools of equal rank, to say nothing of technical, commercial, agricultural and other like schools, yet this kingdom is not quite as large as the State of Massachusetts. So true is it that opportunity makes the student that the people of Wirtemberg are among the best educated in Europe. Bavaria, with a population nearly three times as large, has fewer than twice as many schools, and here education is in a more backward condition than elsewhere in Germany. Prussia, which is smaller than several of our states and territories, taken separately, contains more than a hundred government Normal Schools and more than three hundred gymnasia. France is seeking to establish a Normal School in every *Département*, and there are nearly one hundred. Experience seems thus to prove that to increase the facilities for the higher education is not likely to diminish the attendance at any institution that is worthy of patronage.

*Ohio University.*

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## INTELLECTUAL LIFE IN RURAL SCHOOLS.

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BY G. NEWTON.

Teachers have often achieved worthy results by the moral and intellectual climate they were able to produce, rather than by methods of teaching. Rural teachers are often surrounded by a depressing intellectual atmosphere. The pupils are not interested in school work, because their parents are not interested. Home thoughts are narrow and slow, school thoughts are dull. In such cases the teacher should make an effort to *change* the intellectual climate. He should try to stimulate, to widen, and to utilize the thought-power of the district. He should do this in order to make the school-room work more effective. The teacher may say within himself, "I will do my best to secure profitable study for my pupils; I will try to have them study in the best manner, and in order to have them study much and

well, I will try to arouse parents as well as pupils to a wider range of thought. I will try to lead them to think more and to think to a better purpose." If more thinking and better thinking is to be done in future, some one must cause it to be done, and in a rural section that person should be the teacher. As a rule, teachers are laborious, are earnest, are anxious for the improvement of their pupils; they are pained when their labors seem fruitless because of the children's apathy. Let each try to change the intellectual atmosphere. Let them remember that a change of climate has often given physical health to the invalid. Why may not intellectual vigor depend upon the intellectual atmosphere.

Among measures for awakening thought, the following are suggested:—Questions, general information, readings, committing to memory choice selections, biographical sketches and anecdotes, literary exercises and societies.

*Questions.*—To awaken thought nothing is better than a good question. The great teachers have been noted for their method of questioning. The teacher desiring to stimulate thought among his pupils and patrons, may give a question to his pupils at the close of the school, saying, "I do not want an answer now; you may think about it to-night, and I will call for an answer to-morrow." The object being to excite thought, the question should be one that will interest the people, yet not be so easy as to require no reflection. A teacher once asked why the leaves fall, calling attention to some trees to which the dry leaves were still clinging. This led to much examination of the trees, and much talk about them at home. I remember while attending school in the village of Bluevale, this problem being given, A man sold a horse for \$100, bought it back for \$90, and sold it again for \$95—how much did he gain by the transaction. This problem caused a general discussion; it was discussed on the streets, in the stores, in the hotels and in the homes. Nearly every man solved it and proved his answer right, though there were several answers found.

Knowledge gained by finding answers to such questions will be live knowledge, while the giving and answering the questions will change the climate to one of inquiry, activity, and investigation. The children will, in time, learn to ask questions of the teacher and of their parents. When such is the case, to instruct them is a pleasure. This course may be continued as long as interest in the questions justifies it.

*General Information.*—The teacher may call the attention of the school to some subject of general interest—as a public work, a dis-

covery in science, a great act, a great accident, and talk over the same with the pupils. He may say, "items of public interest are often mentioned in the newspapers; please to inform me when you next notice one, and we will have a talk about it." Some skill will be needed to lead boys and girls to select topics wisely, but pupils can be trained to find useful information, and to impart it in a way to be interesting to themselves and to others. This exercise may lead pupils to select their reading, and to discriminate between useful and useless information, between the higher and the lower in thought. Some teachers make an interesting topic of the rights and duties of citizens, how officers are chosen, how they are paid, whence comes the revenue of the state, how the taxes are expended. Such topics are interesting when presented about election time. A wise teacher will choose his topics in season.

*Readings.*—In schools where the attention of the pupil is confined to "doing sums," "parsing," and other routine work, the atmosphere is deficient in essential elements of intellectual stimulus. To read well is to think well, and a thinker excites thought in others. One of the best services a teacher can do for a pupil is to lead him to think more, by inducing him to read more, and to read more judiciously. This all teachers can do. The teacher may inquire of the pupils what they have read, or are reading, and how they enjoy it; he may in turn tell what he is reading. He should encourage the reading of good books, magazines, and newspapers, and discourage the reading of dime novels and other trashy literature. It would be well if a couple of hours each week were set apart for reading papers, etc., in school. In this way pupils would be encouraged to read for themselves, and in after life it would be a source of comfort and information for them.

*Memory Selections.*—It will do children good to commit to memory extracts from the best writers. The thoughts contained in the extracts will awaken thought in the mind of the pupil. To learn the words and not understand the writer's thoughts does very little good. The instruction should be felt rather than expressed in words, so that there would be no formal statement of a moral lesson. Short selections can be found giving in vivid language important information. These, committed to memory and recited before the school, will stimulate to more energetic study of the regular school lessons. It would be well for the teacher to make a practice of reciting occasionally before the school. All selections should be chosen for their influence on the learner, and on the school, and those should be preferred which are valuable both for the thought and the expression.

*Biographical Sketches and Anecdotes.*—Far too much of all instruction stops at the ear and never reaches the understanding. Too much of history and biography is confined to dates. To any youth a short characteristic anecdote of a distinguished person, is of more value than the dates of every event in his life. It is much more interesting and more valuable to a boy to learn that Willie Brown, a shepherd lad, twelve years of age, taught himself Greek, and walked twenty-four miles to buy a Greek New Testament, than to learn that he was born in 1724, married in 1749, and died in 1801.

Character sketches of the wise and good are instructive and stimulating. It would be a valuable exercise for teachers and pupils to find, learn, and repeat anecdotes of good men and women. They should be such as illustrate the character and habits of the individuals, and exhibit conduct worthy of imitation and emulation.

In the struggles and trials of others the pupil will see the path of his own self development. "Example sheds a genial ray of light which men are apt to borrow," and also to follow. The example of the virtuous and self-denying is best shown in characteristic anecdote. It would be well if a teacher would make a note of valuable personal stories and keep them securely. A book of such sketches gathered from time to time would be a great treasure. These stories often repeated in the family, will help to create a bracing intellectual atmosphere in the home.

*Literary Societies.*—During the winter months there might be a literary society formed in the district, of parents and young people, which, if properly conducted, would be very interesting and productive of much good. Their programs might consist of debates, readings, recitations, etc. In order to have success, all connected with the society would have to do considerable studying and thinking; they would have to consult books and papers for information; hence a thirst for knowledge and a development of the thinking powers would be the result.

*Hints.*—Every teacher who wants to make the most of his school must try to awaken thought in the district, and if he tries he will succeed.

Begin with the easy, proceed to the difficult.

Attempt no more than you believe you can carry through.

Have a definite end in view, and plan and work for that end.

Remember the power to think, the habit of thinking, and the mode of thinking, are of greater value than the accumulation of facts.

Every honest effort for good by the teacher will exert a reflex influence upon himself, and while trying to help others, he himself will receive most benefit.—*Canada Educational Journal.*

**WORKING FOR THE CHILDREN.**

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BY SUPT. F. TRUEDLEY.

At the close of the last school year, about twelve hundred dollars stood to the credit of the various schools of Youngstown. About five hundred and fifty of this was the financial result of a musical festiva held in May, organized and carried out through the indefatigable labors of our very efficient teacher of music. This money has been expended in the purchase of organs and supplementary music. The balance was obtained through the individual efforts of different ward schools, each school being credited with what it made. This money was raised by the three customary ways known to man, viz.: entertainments, festivals, and subscription lists. Of these ways of raising money, the school which adopted the last named method found this by much the easiest and most efficient, although it is to be remarked that the same plan would not probably have worked equally well in other districts.

The first named method involved most labor, and probably interrupted school work most, but to those acquainted with the value of these entertainments, compensating advantages occur. While all of the various entertainments arranged for appeared to the writer both interesting and profitable, there was one worthy of special mention. One of our ward buildings contains twelve rooms and is lighted with gas. The pupils of this building occupied two evenings, the latter of which was devoted to a literary entertainment of the usual character, but the former possessed special features of interest. The teachers arranged the work of the pupils so that the parents could see it well. The blackboards were made attractive, not in the sense of ornamentation simply, but with material clearly illustrating the work of the year. In one of the rooms the seats were removed and here refreshments were served. In an upper room, literary exercises were conducted. In this way there were happily combined features of an entertainment which resulted well financially, permitted variety, utilized the labors of the children, taught them how to manage such affairs, and possessed the additional merit of stimulating the children to work of which they would not be ashamed, if seen by parents or strangers, and at the same time of inducing the patrons of the school to visit and see what was being done.

While the writer does not consider the giving of school entertainments an unmixed good, neither does he consider them unmixed evils; and surely all understand that in the successful conduct of a school there are certain demands that require money for the carrying

out of special ends, the failure to accomplish which very materially impairs the efficiency of the school.

The purpose of these efforts was to begin the formation of working libraries in each school building. It was thought that if from twenty to thirty volumes could be placed in each room to supplement the direct work of that grade, the leisure time of the pupils could be utilized, additional interest could be excited, habits of investigation could be formed, and in the widened scope of the work, the individuality of children could find freer play and the narrowing effects arising from holding the pupil to the limited range of little text-books could be overcome in the larger, freer life. An additional motive of equal power was found in the belief that a great mistake is made in the effort to inculcate a taste for good literature, by not beginning early enough. Moreover, too much effort is spent in talk and too little in practice.

The only effective way known to the writer is to put books in the hands of the child and encourage him to read them. This takes money, of course, but so does every other good thing. If nothing is done for the child at that particular stage of his school life when he is acquiring the power to read and feels the strength he possesses, except to give him the impracticable advice to read good books, advice especially impracticable when he has little inherited taste for reading and a very limited library from which to draw, it is readily seen that this comes to nothing. The issue of supplementary reading in its present abundance and excellence by the great publishing houses of this country is a sign at once significant and cheering. In the expenditure of this money, aside from the end suggested of cultivating a sound taste as respects books, it is proposed to enlarge the child's vocabulary and assist him in gaining an easy familiarity with words. To this end it is proposed to purchase first and second readers and other material in sufficient abundance to enable pupils frequently to take books home. The child who has finished one first reader is in position to take up a second largely by himself and enjoy it. The sense of easy mastery prompts him to read more and more, and the gratification of that new and delightful consciousness of power is one great step in his successful teaching.

What a child needs most, after he has gained some control over words and their use in sentences, is practice. Wide and copious practice will produce good readers, and good spellers as well. The trouble with primary reading in most schools is that not enough is done in this direction. The opportunity for self-teaching is taken away from the child by the fact that his material at home is not of the right kind, or that he has not had sufficient pains taken with him. It seems

strange that greater attention is not paid to this matter since supplies in this direction are so cheap.

When a teacher can purchase ten copies of E. O. Vaile's *Easy Lines* or *First Leaves* for \$1.00 a year, or the *Interstate Primary Monthly* for a song, and when he can get money for this purpose so easily, it seems almost a wrong to neglect these essential elements of school life. The work of the schoolmaster has entered upon a new era.

Respecting the purchase of books for working libraries for schools of the third reader grade and upwards, there is danger lest the selection be made unwisely. But even here, no teacher need go far astray if he employ such counsel as he may readily obtain. Burrows Brothers, of Cleveland, or Robert Clark, of Cincinnati, are able to render substantial aid in this direction. A most valuable catalogue of books classified may be found in the "Sixth Annual List of Valuable and Reliable Books for Young People," prepared by Mr. James M. Sawin, Principal of the Point Street Grammar School, Providence, R. I.

I recommend also a "A select list of books for the young," selected by Dwight Holbrook, A. M., Principal of the Morgan School, Clinton, Conn., with an introduction by the Hon. B. G. Northrop, and published by E. L. Kellogg & Co., New York. Another admirable and beautiful little pamphlet is one entitled "Books for the Young," by C. M. Hewins, Librarian of the Hartford Library Association, published by F. Leypoldt, N. Y. I recently received from the librarian of the Indianapolis Public Library, "A Selection of Books for Young Readers in the Indianapolis Public Library." In Mr. Charles L. King's recent work on *Geographical Teaching*, and in Mr. Alexander Frye's late book on the same general subject are excellent lists of classified books.

The teacher who has James H. Smart's little pamphlet on "Books and Reading," an extract from one of his State Reports, is in possession of an excellent thing. The catalogue of many of our leading publishers,—especially Ginn & Co., D. C. Heath & Co., Lee and Shepard, Houghton, Mifflin & Co., Harper Bros., D. Appleton & Co., Macmillan, Longman, Green & Co., are especially rich in these lines of publications.

The writer had the pleasure of assisting in the selection of a hundred books for a school whose highest grade is not above the fourth reader. The pupils are mostly from poor families, or at least from homes for which only a moderate competence is gained. For several months, the reading of these books has been going on with unabated pleasure. They are doing a vast deal of good. They furnish an enjoyment of the most substantial kind. A little money thus expended goes a great

ways. And the reflection that we now have it in our power to increase by much the happiness and profit of nearly four thousand children, goes far in over-balancing the petty perplexities that assail the school-masters life—nay more—assures us that in this way many of these little troubles are removed altogether, and in the fuller life of tomorrow the stiff, mechanical, repressive work of to-day disappears.

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## OBSERVATIONS ON CHILD-LIFE IN SCHOOL.—II

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BY SUPT. JOHN E. MORRIS, GREENVILLE, PA.

A child's first experience with stated examinations is a great event, especially if the subject has been much talked about in his presence. Pupils, when young, like to tell what they know, and many are anxious for examination day to come, but some dread it exceedingly. I remember examining for the first time a primary class in reading. I got along very well until I came to a white headed boy who began to cry most vigorously from fright. Taking him on my knee and quieting his fears, he soon was reading his very best. On another occasion I took a primary class to my office for examination. One boy was so thoroughly overcome with the thought of being in the office and standing up before the rest of the class to read to the superintendent that he could not proceed for joyous and uncontrollable laughter. After two or three spells of such laughing he quieted down to work.

Most pupils fall at once into the ways of the schoolroom and become immediately obedient to its rules and regulations, but a few seem unable to give up their former freedom of talking, singing, laughing, or going where they please.

When I think how many teachers can take 40, 50, or even 60, boys and girls of all dispositions and from all kinds of homes, and require and secure obedience to their rules, I am filled with admiration for the sterling character that can exercise the nervous energy requisite for securing such obedience. And when I think how many parents fail to secure obedience from even the small number under their control, I more than ever admire the controlling power of teachers.

I have often noticed the individuality of children. Some have it in such a marked degree that they are always noticeable. No matter where they are, every one knows of their presence. Their faces once seen or names once heard are never forgotten. There is something about them that promptly distinguishes them from all other children.

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Others, again, are so like the general run of humanity that they may pass before one's eyes every day for a year and yet not be noticed.

There is a class of pupils who have a certain indefinable quality about them which may be called *hauteur*, dignity, reserve or unapproachableness, according to the various manifestations of the quality. They are the pupils to whom the teacher feels just a little grateful if she receive a smile of recognition from them. They are the ones to whom the teacher puts the questions of the lesson just a little more plainly than to the others, and to whom she shows a trifle more attention and patience when they give their answers. If any of them are in a group of mischief-makers and all need a scolding, the teacher's voice softens just a trifle when the turn of one of these comes. Any little honors or distinctions of the schoolroom are apt to be given to the possessors of this indefinable quality, and nearly all general rules for the government of the school are modified to a certain extent when applied to them. The teachers may, and often do, dislike these children, nevertheless, the favors mentioned above are always shown them. This peculiar quality gives the possessor of it the appearance of indifference or objection to what is said or done around him. How often have I talked to a school and been more or less embarrassed by the scowl or indifferent look of one of these haughty spirits. And yet, this quality is not put on. It is something which the possessor cannot help possessing, and in many cases, instead of being the result of pride, is the result of humility.

I presume every superintendent can second my experience when I say that in almost every school I enter there are some children to whom I am at once attracted. I find this to be true even in schools not under my supervision, and where all the pupils are strangers to me. In analyzing this attraction, so far as my own pupils are concerned, I find that it is more pronounced in the lower grades, and that it does not always depend on intellectual ability, for I have frequently discovered that the boy or girl to whom I have taken a liking is rather dull in books. I find that it does not depend upon dress (although tasty clothes help wonderfully), nor on the financial or social standing of the parents, for the attractive child may be of high or low degree. I find that the child must not necessarily have large eyes, clear complexion and curly hair (although these are not objections), but that it frequently depends on a cheerful, sunny and somewhat confiding nature. I find that it exists sometimes in spite of continued misbehavior, and that it does not exist where I sometimes wish it, for I frequently want this attraction to exist between myself and some children whose parents I know and like. To tell the truth, this attrac-

tion depends on no rule, but it is as mysterious and subtle as the attraction that sometimes exists between older people.

It is many times with an indefinable regret that I notice these attractive ones grow out of their childhood and youth, for, as they grow older, reserve and the conventionalities of life cause them to lose their confiding nature and open hearts. Then, too, as they grow older, the influences of home and associates are more marked, and these influences are not always of the best. Nevertheless, the attraction frequently continues, although not so pronounced. We like rose-buds for button hole bouquets, but we like to see the full-blown rose in a vase.

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### A LETTER FROM DIXIE.

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DEAR MONTHLY:—You in Ohio are now gathering up your books and beginning your school work, while here the schools in the country are closed for the year. One peculiarity in the South is that things are done just when and how you would not expect them. During the hot months of July, August, and September, there are more schools in session than at any other time; indeed, outside of the cities, academies and colleges, there are few schools in session except at that time. March, April and May would be much pleasanter, but the children are needed at home to help “get in the crop.”

A residence of three years in the South has given me a good insight into the educational work of this section. The South is more than a decade behind the North, and, except in certain localities, will remain so for years. There are many wide-awake, earnest, intelligent men who are doing all they can do to arouse an educational interest and elevate the standard of schools, and consequently the intelligence of the people; but there is a dead weight of ignorance, indifference, and bigotry to be lifted, and the work is slow. Still, much has been done, and much more will be done.

The State Teachers' Association of Alabama, which met in July, was a fine body of teachers, and some very creditable papers were presented. It was noticeable, however, that the young man was predominant. There is little life in, and little hope of, those who have belonged to the old regime.

Considerable new blood has been infused into the educational body of the State this year. Ohio had two men already in the State Normal Schools, and this year she sends another, while New York and Iowa send one each.

For a good teacher there are good openings in many of the growing towns. Men who can take an ungraded school and organize it can get a thousand dollars in many places in the State, for work that would not pay six hundred in Ohio; and they will meet with a cordial welcome. If any good teacher finds the field of Ohio too crowded I urge such a person to come South.

N. W. B.

*Florence, Ala.*

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## STAGES IN LEARNING TO READ.

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The stages in the act of learning to read are two. The first is the stage of isolated word-work. This occupies the first four or five months of the first-year work. The second is the stage in which sentences and connected sentences are dealt with.

The first stage is that work which precedes the systematic use of the book. In this, it is the intention to give the child a mastery of *words as wholes*, standing for *meaning*. This first stage of reading is divided into two phases. The first is the phase in which the child studies the *word as a whole as a symbol for meaning*. The second phase is that in which the words that have previously been studied as a whole standing for meaning, are analyzed on the oral study into the sounds, and these sounds associated with those parts of the printed words which represent the sounds. The same group of words that has formed the subject-matter of the first phase, is the group of words that is dealt with in the second phase. It is the intention here to consider the proper devices for the two phases of this first step in reading. The devices in any educational work depend upon the inherent nature of the subject-matter and the nature of the mental acts predominantly employed in mastering the subject-matter. The mental activity which is predominantly employed in both phases in the first step in reading, is association. It therefore follows that the devices in this first step of reading are based upon—

1. The inherent nature of the language itself.
2. The principles of that act of the mind called association.

The especial point in the first phase of the first step of reading, is to strongly associate the word as a whole with its meaning. There is no other aim in this first phase of reading-work.

The especial point in the second division of the first stage in reading, is to associate each sound in the oral word with that in the printed word which symbolizes it. The aim is not to associate the sound in the oral word with something other than the printed word; as, for

example, in the plan of diacritical marking, but it is to make the child clearly see what it is in the printed word that symbolizes the sound in the oral word. It is necessary, therefore, to point out that in the language itself which aids in determining the devices to be employed in dealing with those beginning reading work. And likewise to indicate the principles in the act of association which furnish the clew to the devices to be employed.

That in the language which determines the devices will first be considered.

The English language in respect to this point has been much misunderstood. It has been thought to be an entirely irregular language, marked in no way by law. The reverse of this is really the case. Substantially, the English language is constructed according to law. While having many exceptions it is yet in the main based upon the law of analogy of form and sound. The one who considers carefully its structure, is able to see that in the main the pronunciation may be determined through this law of analogy of form and sound. The language is constructed upon it. This may be shown by the classes of words in it. To illustrate that, the following may be cited: *blade, spade, trade, shade; ball, fall, call, hall; mouse, house; hence, fence, pence*; and so on. This great fact concerning the nature of the language determines two things about beginning reading-work:—

First, in order to bring into full force the law of analogy of form and sound, the words to be taught during this first stage of reading-work must be grouped and taught in groups.

Second, when the work of analyzing the words into their sounds is entered upon, which occurs after two or three months of work in dealing with words as a whole standing for meaning, the sounds must be shown to be symbolized by something in the word itself and not by some arbitrary device, as for example, the system of diacritical marking. What groups of words shall be taught, ought to be determined by the nature of the first reader to be used. In order to illustrate this, let it be supposed that McGuffey's First Reader is the one in use. In that the first word is *dog*. This would be the basis of the first group to be taught, which would accordingly consist of the words *bog, cog, dog, fog, log, hog*, etc. The second word in that book is the word *ran*. Hence the second group of words to be taught would, according to this view, be *ban, can, ran, fan*, etc. The third word which is presented in that reader is the word *pen*. This would be the basis for the third group of words to be taught, the group being, *den, fen, hen, men, pen*, etc. Thus the structure of the language itself indicates two things concerning the beginning of reading-work:—

First, the idea of re-enforcing the principle of analogy of form and sound, which the child in any kind of teaching gradually learns spontaneously. The second, that when the oral word has been analyzed into its sounds, the child is to be taught the real symbols for these sounds that the printed word itself furnishes.

It will now be the attempt to show what the nature of the law of association determines as to the devices in this introductory reading work. Reflection concerning the nature of the act of association discloses its first principle, viz: Those acts of association are strongest in which the things to be associated are most free from entangling relations. A study of how the mind acts shows that if it is the aim to associate any two things, those two things will be most effectually associated if no other elements than those two engage the attention of the mind. It is evident then that if the aim in the first phase of reading work is solely to associate the word as a whole with its meaning, that these two things alone must be involved. Hence the first two or three months of reading-work must be devoted solely to leading the child to strongly associate the printed form of the word as a whole with its meaning.

The inference is that there is to be a period of work occupying the first two or three months of school in which devices are to be employed that will bring it about, that the direct association of meaning with the word as a whole shall not be interfered with by any elements which would constitute what might be termed "entangling relations," such as the introduction of the oral word (unless incidentally), the consideration of the letters of the printed word, their names, order, etc.; the sounds in the oral word, how to represent them, work on diacritical marks, etc. All of these, according to the principle of the law of association itself, re-enforced by the purpose of reading (which is to make the child strongly conscious that the use of language is to express meaning) all these are by these two truths strictly excluded.

Holding in mind the strength of first impressions, and that language exists for thought, and that reading is to be so taught that the child is strongly conscious of the thought and but little conscious of the form; and also keeping in view this principle of association,—that two things are most strongly associated when their association is free from entangling relations,—the ground for having the first period in reading-work one in which there is the direct association of the form of the word as a whole with its meaning and involving no other phase of work, is evident. Either principle in the law of association furnishes a clew to the appropriate devices. Introspection of the mind's

action makes it clear that those associations that are most frequent, are most permanent. From this it is to be inferred that these first two or three months of reading work (the time is indefinitely stated because all statements of time are merely approximate) should be marked by devices that will bring about frequency of association.

Frequency of association, however, is not the only thing to be held in mind. What things there are that are to be associated must be as clearly kept in view. The child is to associate the printed word as a whole with its meaning, and frequency of association must be frequency of grasping, in any one mental act, the printed word as a whole and its meaning. Such work as the following would not satisfy this demand for frequency or repetition, viz.: if in teaching the word *chalk* and its meaning the teacher should directly associate the thing chalk with its printed symbol on the board, and should then, having previously placed the word *chalk* upon the board in many places, lead the children to point out the word *chalk* wherever found in obedience to some question such as the following—"Show me this word," pointing to the word considered at their places. The repetition would not be according to the principle stated. The child would not be associating the printed word as a whole with its meaning, but words with words. This principle of the foregoing law of association requires that the devices in the first phase of reading should be such that every time the child looks upon the printed word during the act of teaching it, he should think it in relation to its meaning and not in relation to other words of the same kind. If the word *cube* is the word being taught, the two principles of association mentioned would require some such work as follows:—

1. Each pupil is to be supplied with a cube ; then by questioning and examination and various forms of comparison, the teacher is to awaken in the mind of each pupil the clear idea of the thing, but is to make no effort to have its oral term given. There is no objection, however, to having the oral term given incidentally. The point is, it is not to be emphasized, and thereby brought in as a subject to weaken the strength of the association between the idea and the printed word to be employed.

2. By printing or writing the word *cube* upon the board, or by calling attention to it upon chart or in the book, the child is to be led to image the word itself. This is to be done in that way which will impress most strongly upon each pupil that the word upon the board (or wherever it is) stands for the thing which he holds in his hand. If the word is to be placed upon the board, it may be done in some such way as follows: The teacher calling each pupil to her may say, "I

will now place upon the board a word which names that which you have." This is to be done individually in the case of each pupil. If there are eight pupils in the class, the result would be that eight times, each pupil in the class would be led to associate the given word upon the board with the thing it stands for.

3. This having been done, the teacher is ready for a drill that would involve various other direct associations. She may lead the pupils first to pass from the word as a whole to the thing it stands for, by questions something as follows: Pointing to a word upon the board she may say, "Show me that which you have which this word names." (Pointing to a certain pupil.) This may be done with each pupil in the class. Then the form of association may be reversed, by directions of this nature: — The teacher taking up a cube would say, "Point out for me upon the board a word that names this." Then to a pupil, "Point out upon the board a word which names that which you have in your hand." This may be continued until many associations of that nature have been made. It is to be marked that in each case mentioned the association between the thing and the word has been direct, and that the associations have been frequent. If it is then desirable to impress the form of the word more strongly upon the mind of the class, this also is to be done in a way that will bring about both frequent and direct association. For example, the teacher desiring to impress the form of word by having the child observe how she makes the word, would employ a device of this nature: Calling individually the pupils of the class to the board (all the class, however, observing in each case), she would first direct the pupil to show the cube, and would then say, "You may watch me trace a word that means it." Doing this in the case of each pupil would secure that each pupil becomes familiar with the form of the word by observing the motions by which it is constructed, and yet at the same time thinking of the form as standing for the object which he holds.

A further device of this nature may be employed: The teacher desiring to still more strongly impress the form of the word by having the pupil himself trace it or make it, first calls individually each pupil of the class to the board (all members of the class, however, carefully observing), and giving the child the chalk says, "Show me the cube you have in your hand," and the child having done so, she then directs him in the following way: "Trace the word on the board which means the cube which you have in your hand, as I do," showing him. The result of this would be that the two principles of association would be conformed to. Then the child in fixing more clearly the form of the word does it in a way that results in both

frequent and direct association of the word as a whole and its meaning. These principles are also to be conformed to in any slate work that the children do in connection with the word and its meaning. For example, if after erasing the work at the board the teacher desires the pupils to make the word upon their slates, this must not be secured in the following way: By the teacher first writing the word *cube* upon the board and then asking the pupils to make upon their slates, say for example four times, the word which she has written upon the board. The teacher is to make the word *cube* upon the board, but in order to obey the two principles in the law of association, the devices and the directions are to be somewhat of this nature: First, each pupil is to be required to place before him upon his desk the cube itself. Second, the teacher gives the following directions: "Make upon your slates four times the word that names the cube that is on your desk." This kind of a direction turns the pupils' minds strongly to the association of the word with its meaning, and not to the association of the word on the slates with the word on the board, and individually secures that which is required in every case—strong association, that is, *direct and frequent*, of the word as a whole with its meaning.

These devices stated are mere suggestions, but whatever devices are employed in this first phase of reading-work, which is directed solely to the association of the word as a whole with its meaning, they must be so characterized that the association of these two things, *word as a whole and meaning*, is to be—

1. Free from entangling relations.
2. Direct, which would result, of course, from the first named.
3. Frequent. But it must not be merely frequent association of any things of other kinds, but frequent associations of the two things to be associated, i. e., *word as a whole with meaning*.

A vocabulary of some forty to sixty words grouped in the manner mentioned and based upon the First Reader to be used, having thus been thoroughly mastered during the first three months, two things result—

*First.* The child having in all cases thought simply of the word as standing for meaning, he is now strongly imbued with the idea that words exist to show meaning, and his first impulse in looking upon a word is to think of meaning. If the work during these three months had been encumbered with the consideration of letters, sounds, diacritical marking, oral words, etc., his first impulse would be the reverse, in that, upon seeing a printed word, his tendency would be to think of its sound or its letters, or some of these external things,

because they would necessarily have engrossed, if they had been considered, most of his attention.

*Second.* But having been firmly grounded in the idea that words stand for meaning, and it having become habitual to him to instantly think of the meaning of a word upon sight of it, he can now safely enter upon the second kind of work with isolated words, namely, their analysis into sounds and the symbols for these sounds.—*Ind. School Journal.*

## HOW TO TEACH THE MULTIPLICATION TABLE IN FIVE DAYS.

D. L. ELLIS, DUNN, N. C.

Children of ten years of age may be taught to master *perfectly* the entire Multiplication Table in one school week by this plan.

Arrange the most difficult combinations into three groups, thus :

(1)	(2)	(3)
$3 \times 7 = ?$	$2 \times 12 = ?$	$6 \times 11 = ?$
$9 \times 3 = ?$	$12 \times 12 = ?$	$11 \times 5 = ?$
$4 \times 7 = ?$	$11 \times 11 = ?$	$7 \times 4 = ?$
$5 \times 9 = ?$	$8 \times 12 = ?$	$9 \times 8 = ?$
$8 \times 7 = ?$	$12 \times 5 = ?$	$6 \times 3 = ?$
$4 \times 8 = ?$	$3 \times 12 = ?$	$9 \times 9 = ?$
$6 \times 9 = ?$	$9 \times 12 = ?$	$8 \times 6 = ?$
$7 \times 12 = ?$	$12 \times 4 = ?$	$5 \times 8 = ?$
$6 \times 7 = ?$	$11 \times 7 = ?$	$4 \times 11 = ?$
$6 \times 12 = ?$	$8 \times 8 = ?$	$4 \times 4 = ?$
$7 \times 9 = ?$	$6 \times 4 = ?$	$9 \times 11 = ?$
$6 \times 6 = ?$	$8 \times 3 = ?$	$5 \times 9 = ?$

Assign one of these divisions for each day. Require pupils to make out the answers in each case, *e. g.*, " $12 \times 12 = ?$ " Pupil finds the sum of  $12 \times 12 = 144$ ; and so on with all the other numbers.

Let each division be learned with *absolute accuracy*, and drill pupils in the combination till they answer rapidly—*without thought*. Three day's work on this is sufficient; two recitations per day—morning and afternoon. On fourth day give all the other combinations of the table that are not presented in these three sections. Teach, incidentally, that  $9 \times 7 = 7 \times 9$ ; and that it is a waste of time to study what we already know. The child does not need to continue to drag, day after day,

over  $3 \times 3 = 9$ , in order that he may climb up to  $3 \times 9 = 27$ . Let him learn  $9 \times 3$ , or  $3 \times 9$ , once for all, independently of what is before or after it. The fifth day is taken up in a grand review of all the combinations. Stimulate all the pupils to *intense* study by arranging for a competitive drill; the most expert pupil to be rewarded in some way.

After the table has been mastered in this way, let daily drills—of five minutes length—be held, in this way: Appoint one of the pupils to act as tutor, and let him have exclusive direction of the recitation, “popping the questions” to his classmates in any way he pleases, and in this way you will be surprised how the others will strive to answer correctly. Children dread failure under the tutelage of one of their own number, and they will strive, with might and main, to baffle the questioner by being ready with the answer.

Now, this is no fancysketch, but it is a slice out of our own bill of fare, as we give it to our classes; hence, it has the test of *experience* to commend it to those that are looking for something *practical*.

The old plan of teaching the Multiplication Table required months and often years (the writer spent *ten years* on it himself) to master it, and the pupil that does hold out till the end— $12 \times 12 = 144$ —is reached, will never be really quick in number work, for the old habit of beginning at the first and running through the whole set of combinations till the proper one is reached, is so strongly rooted that the mind can hardly get over the error; and as the child taught to read by the alphabet method will ever hesitate in enunciation, so the youth led to believe that the only way to reach  $12 \times 12 = 144$  is to learn all the other 1, 4, 3 combinations in systematic order, will stumble in rapid multiplication work.

Absolute accuracy and perfect familiarity with the combinations must be the elements sought in teaching children the tables; anything else is worse than folly; and no true teacher considers his work of any value here until all his pupils know *every* combination as perfectly as they know their own names.—*S. W. Journal Education*.

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## READING SUGGESTIONS.

BY CORA WOODWARD FOSTER.

In first-year work in reading I find that the children can start in their books after they have learned one hundred of the most common words, and they can make good progress. At first the essential thing is to learn the words, and these must be recognized at a glance. The

blackboard must be in constant use, and as soon as new words are learned they can be made into sentences, which should be placed on the board for the children to read. After each has read the sentence silently, one may be selected to read aloud. For a while I have my scholars repeat the sentence backwards, as I wish to be sure they know the word.

Object words are usually learned without difficulty as the word naturally suggests the object itself, and again others are recognized by their very oddity. Of course when the books are to be put into the hands of the class the words in each lesson are to be taught from the blackboard in the first place.

If one can only gain the attention of the children they cannot fail to learn. I have tried a little plan which works well. In the first place I teach each new word separately, putting it on the board before the class. After all the words have been written and spelled, after they have been pronounced, I call out words, and the children raise their hands, if they see them. I then allow one boy or girl to erase the word called, and so on until all are rubbed out. They can only try once, and are very careful to be right.

After they begin to read a little, the sounds of the letters are very easily learned, and they can then pick out new words without help. After the first class has advanced far enough to take up supplementary reading, I make out a list of words that are not familiar and put them on the board, and the class spell orally. My class like this work very much, and after recess, every morning, I have them spell in concert fifty words. I usually write these in colored chalk, and after one list has been thoroughly learned, I change for another.

Simple little stories printed on strips of paper may be given the children for busy work. These stories must contain the words in common use in the readers.

Old primers and first readers may be cut up, and the pages pasted on cardboard. These may be passed around and exchanged. The children like something new. They like stories but do not like the same one *too* often.

For sight-reading, sentences may be printed on cards, and the children stand by their seats. The cards may be distributed, and each read his own. As the scholar reads he may take his seat. Of course each will be eager to be first.—*Am. Teacher.*

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It was in a Chicago primary school that we saw a genuinely modern teacher take a class of little folk but a few weeks in school. They knew *cat*. She erased the *c*, and they easily pronounced *at*. They

knew the sounds of the letters she used to make *hat, rat, mat, pat, fat, bat*. She did not hurry them, did not "jump on to" the first hand that was raised, but made sure that all were thinking and that most were ready. She had them pronounce the *a* each time before writing a consonant before it, and then had them pronounce the word with no thought as to the word or its meaning. Then when they had spoken the word their little eyes would sparkle and their hands come up to tell something they knew about the word.

From the word *man*, erasing *m* and leaving *an*, she had them go through the words *pan, can, fan, ran, and, hand, hands*. The last word gave some of them a deal of trouble. Then returning to *man* and erasing the *n* she made the words *mat, mad, map*.

We have referred to this kind of work more than once, but this was about the best of the kind we have seen.—*Ex*.

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## NOTES AND QUERIES.

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### WHO RANG INDEPENDENCE BELL?

Q. 3, p. 79 (Feb., 1888).—The question of ringing the old bell at the adoption of the Declaration of Independence has been so much discussed and abused that I took occasion to look up further authority than school histories, and now report my result of some years ago. After writing to different parties, a friend of mine secured the address of the writer of the following letter. He is familiar with this subject and has written a history of Philadelphia and the "Liberty Bell."

DEAR SIR:—In reference to the question of Chas. E. Ink, I have to say: That nobody rang the "Liberty Bell" in the State House steeple in this city, on July 4, 1776. There was no excitement among the people of this city on that day. Congress was sitting in secret session, and its proceedings were not made public. It was not known until the 4th or 5th that the resolution of Independence had been adopted on July 2. That was the great act, and not the written reasons for the act which were adopted on July 4th. The real Independence Day is July 2nd and not July 4th. But let that pass. The story about the "old man" waiting for the signal to ring the bell in the steeple, and of the "little boy" ready to convey the signal, who cried out "Ring! Ring!" when the vote was taken, is an entire fabrication which first made its appearance in a novel written by Geo. Lippard. Nothing of the kind ever occurred. It is a pure invention. On the 8th of July there was a public announcement of the act of Independence, and the

Declaration was read publicly in the Observatory in the State House Yard. It is supposed that the Liberty Bell was rung on that occasion, but even of this there is no record. The name of the janitor of the State House at that time was Hurry. Yours truly,

*Philadelphia, March 17, 1886.*

THOMPSON WESTCOTT.

Now who is Geo. Lippard?

*Napoleon, O.*

W. W. WEAVER.

#### ARITHMETICAL SIGNS.

Is  $6 \div 2 \times 3 = 1$  or  $9$ ? and, in general, does the usage of mathematicians make the matter uniform, whichever way it may be?

*Miamisburg, Ohio.*

THOS. A. POLLOK.

There is, perhaps, not absolute uniformity, but the tendency is to perform the operations in the order in which the signs occur, making the result in the case given  $9$  and not  $1$ . It would be easy to avoid all ambiguity by the use of the parenthesis.—ED.

#### QUERIES ANSWERED.

Q. 8, p. 492.—A contributes \$300 for 3 months, \$400 for 3 months, \$500 for 3 months, \$600 for 3 months. B, \$1,000 for three months, \$900 for 3 months, \$800 for 3 months, \$700 for 3 months;  $3(\$300 + \$400 + \$500 + \$600) = \$5,400$ ;  $3(\$1,000 + \$900 + \$800 + \$700) = \$10,200$ .  $\$600 + \$700 = \$1,300$ .  $\$1,300 - \$1,040 = \$260$ , loss. A loses  $\frac{1}{2}$ , or  $\$90$ ; B,  $\frac{1}{2}$ , or  $\$170$ .  $\$600 - \$90 = \$510$ , A's share;  $\$700 - \$170 = \$530$ , B's share.

*Mt. Union College.*

P. S. BERG.

Same result and nearly same solution by R. A. LEISY, A. B. CARMAN, and A. W. BREXLEY. JOHN OVERHULTZ gets the same result by a different solution. JOHN G. gets a different result which we think is incorrect.

Q. 9, p. 492.—Let  $x+y$  and  $x-y$  be the numbers; by the conditions of the problem,  $x^2 - y^2 : 16y :: 3 : 5$ , from which  $x^2 = y^2 + \frac{4}{5}y$ ,  $4xy = 80$ , or  $x^2 = \frac{400}{y^2}$ ; equating the values of  $x^2$ , clearing of fractions, and transposing,  $5y^4 + 48y^2 - 2000 = (y+10)(5y^2 - 2y^2 + 20y - 200) = 0$ ;  $y = -10$  and  $x = -2$ .  $x+y = -12$ , and  $x-y = 8$ .

No positive integral numbers will satisfy the conditions of the problem. For the word *difference* use *sum*, and the positive integral numbers,  $12$  and  $8$ , will satisfy the conditions of the problem.

"In solving such problems, results will sometimes be obtained which do not apply to the question actually proposed. The reason appears to be that the algebraic mode of expression is more general than ordinary language, and thus the equation, which is a proper representation of the conditions of the problem, will also apply to other conditions. Experience will convince the student that he will

always be able to select the result which belongs to the problem he is solving, and that it will be sometimes possible, by suitable changes in the enunciation of the original problem, to form a new problem, corresponding to any result which was inapplicable to the original problem."—*Todhunter's Algebra*.

*New Madison, O.*

LON. C. WALKER.

Q. 1. p. 535.—The chief objections to the alphabetic method of teaching beginners to read are that it is not in accordance with sound educational principles, and is therefore laborious and irksome both to teacher and pupil; and it wastes time. Children can be taught to read in a better way, in less time, and with better educational results. The only reason I can conceive why any teachers continue to use it is that they do not know the better way.

R. C. P.

Q. 2, p. 535.—To teach pupils how to study is an important part of the teacher's work; but it is not an easy part, and it is not easy to tell on paper how to do it. It is one of those things about which it is not possible to lay down absolute law. Individual pupils must be studied, as a physician studies each case he is called to treat. The previous oral instruction the pupil has received should be a preparation for the study of books. The way in which recitations are conducted will greatly affect the pupils' study. Perhaps a majority of pupils will need little more of help or direction in study than what they will get from well conducted recitations. But there will usually be a portion of the class requiring special attention. Sometimes it may be well for the teacher to study a lesson aloud in the presence of the class; and still there will be individual cases to be studied—individual difficulties to be found out and the remedy applied. Some will be found spending their force in memorizing the language of the lesson without thought; others will lack application and persistence and will need to be held down to the work. The subject lies near the heart of the teacher's work; no scheme or device can avail much, without the wisdom and personal power of a good teacher.

L. B. S.

Q. 3, p. 535.—The best experience teaches concerning communication between pupils in study hours that all teachers cannot manage it in the same way,—indeed some cannot manage it at all; neither prohibition nor regulation avails for them. It requires a strong teacher to tolerate and regulate. One of the best schools the writer ever saw was one in which very little was said or done about whispering. The pupils had a good deal of liberty, the teacher making it a chief concern to see that every pupil had plenty of work to do, and that he did it as well as he was able. All things con-

siderered, it is best for the average teacher to prohibit communication between pupils in study hours. I have given my opinion.

C. D.

Q. 4, p. 536.—The International Date Line is a line at which dates must be made later by one day when crossing it from east to west, and earlier by one day when crossing it from west to east. It is a very irregular line located mostly in the Pacific Ocean, and extends from pole to pole. Beginning at the North Pole, it passes Cape Lopatka and the Kurile, Japan, Jesso and Nippon Islands, and enters the China Sea. It then passes south just west of the Philippine Islands, but keeps east of Palawan Islands. This is its most western point, being  $116^{\circ}$  east longitude. It then takes a south-westerly course passing through the Soloo Islands. Thence it passes east nearly parallel with, but just north of the equator to a point  $165^{\circ}$  east longitude, just north of Schank Island; thence southeasterly through Navigator Islands to long.  $268^{\circ}$  west. Thence it turns South, keeping east of the Friendly, Tonga and Curtis Islands and west of the Society Islands, and thence south, crossing Chatham Island, to the South Pole. It is crooked because it is mostly located on the water, so as to prevent the conflicting of dates to the inhabitants living near the line.

JOHN T. OMLOR.

*Cassella, Ohio.*

To the same effect are the answers of R. A. LEISY and P. S. BERG. Do not most navigators now change time at the crossing of the 180th meridian, tending to obliterate the crooked line formerly in use?

The following, received after the foregoing went to the printer, puts the matter very clearly:

The International Date Line is an imaginary line passing through the Pacific Ocean from one pole to the other, and dividing those regions with respect to their settlement from the east or from the west. We may suppose that the day begins at this line; hence, when it is Sunday to the east, it will be Monday on the west. Imagine the sun to stand directly over this line. It will then be, let us say, Thursday noon. As the sun moves to the west, this noon point will be carried around the earth, and it will be Thursday noon in succession to Asia, Europe, the Atlantic Ocean, America, and the Pacific Ocean. But by the time the sun again approaches this line, it will have been almost a day since it was there before. It will, then, be Thursday noon until the sun reaches this line, when Friday noon will at once begin its trip around the world. Ships, therefore, crossing the Pacific Ocean from east to west are obliged to add a day to their calendar; those crossing from west to east must count one twice. Thus, if a ship is sailing

from Japan and reaches the International Date Line on Wednesday, the next day will be Wednesday also. If it is sailing from America and reaches the line on Friday, the next day will be Sunday (or the balance of the same day will be Saturday). For changing the days in this fashion, seamen commonly use the 180th meridian, instead of the line marked in the geographies. The International Date Line, as given on the maps, varies from the 180th meridian, because some places were not settled from the same side of the meridian. North of the equator, the International Date Line makes a great curve to the west of the Philippine Islands, because those islands were settled by the Spanish, who came from Mexico, and who, of course, brought with them the day to which they had always been accustomed. They did not understand why a change should be made in their day. For this reason it happens that the inhabitants of the Philippine Islands, in counting their time, are one day behind the time used in New Zealand, Australia, and other places that were settled from the west. Formerly, the Russians in Alaska were a day ahead of our time, because they had come around the world from the west, thereby gaining a day on the sun.

A. B. CARMAN.

*Dillie's Bottom, Ohio.*

Q. 5, p. 536.—When the hour hand is at 7, the minute hand is at 12; when situated in this way the hour hand is five minutes from six. Now if the hour hand remains stationary the minute hand must move 15 minutes to be within five minutes of four. The hour hand does not remain stationary, but moves and moves farther from seven, and the minute hand must stop short of fifteen minutes just the same distance that the hour hand moves farther from 7. If we represent the distance the hour hand moves by  $\frac{2}{3}$ , then  $\frac{2}{3}$  will represent the distance the minute hand moves, and  $\frac{2}{3}$  will represent the distance both hands move, or 15 minutes. If  $\frac{2}{3} = 15$  minutes,  $\frac{2}{3} = 13\frac{1}{3}$  minutes, the time past 7.

D. G. BARNES.

*Fairfield, O.*

Mr. Barnes solves but one part of the problem. The other answer is readily obtained by taking  $1\frac{1}{2}$  of 25 minutes. P. S. BERG, R. A. LEISY and JOHN T. OMLER gave correct answers. The following is a good algebraic solution:

There are two conditions in this problem:

- I. The minute hand has not yet reached 4.

Let  $x$  = the time past seven.

Then  $20 - x$  = the distance of the minute hand from the figure 4, or the distance of the hour hand from the figure 6.

$$\frac{x}{12} = \text{min. passed by hour hand.}$$

$$15 - x = \text{“ “ “ “ “}$$

$$\therefore (1) \frac{x}{12} = 15 - x.$$

$$(2) x = 180 - 12x.$$

$$(3) 13x = 180.$$

$$(4) x = 13\frac{1}{3} \text{ min. — Ans.}$$

II. The minute hand has passed the figure 4.

Let  $x$  = the time past seven.

Then  $20 - x$  = the distance of the minute hand from the figure 4, or the distance of the hour hand from the figure 6.

$$\frac{x}{12} = \text{min. passed by hour hand.}$$

$$(x - 20) - 5 = \text{“ “ “ “}$$

$$\therefore (1) x - 25 = \frac{x}{12}.$$

$$(2) 12x - 300 = x.$$

$$(3) 11x = 300.$$

$$(4) x = 27\frac{3}{11} \text{ min. — Ans.}$$

A. B. CARMAN.

#### QUERIES.

1. At what point in a school course should a child begin to learn lessons from books? Is there any danger of carrying oral instruction too far? O. A. C.

2. In reading lessons, is it better to make corrections at once, or after the pupil has finished reading? Why? C. T.

3. Is it unprofessional for an institute instructor to make direct application to an institute committee for employment? R. W.

4. What are the fifteen decisive battles of the world?

F. O. R.

5. If *will* is used in the first person, or *shall* in the second or third, is the mode of the verb indicative or potential? L. C. C.

6. I do not know who is in the garden. Parse "who."

L. C. C.

7. Vincent and Joy's Outline History of Greece says that the Olympic Games were celebrated every *fifth* year. Inasmuch as there were *four* years in each Olympiad, does it not follow that their statement is incorrect? A. B. CARMAN.

8. In what year did De Leon discover Florida?

A. B. C.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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### RETROSPECT AND PROSPECT.

The MONTHLY is soon to start on its *thirty-eighth* year. When it started, its present editor was a boy teacher in one of the country schools of Greene County, and was one of its first subscribers. The first and second volumes, which we had bound as soon as completed, lie open before us now as we write, and nearly all the subsequent volumes are on a shelf near by. They are full of history. They tell of toil and struggle, and of triumph and progress. The early volumes contain the names of many worthies who are no longer with us, most of them probably unfamiliar to a majority of our present readers. A few familiar names appear—names of those still with us or recently departed, such as Thomas W. Harvey, D. F. DeWolf, John Ogden, I. W. Andrews, M. D. Leggett, M. F. Cowdery, and Andrew Freese.

The MONTHLY has been under its present management for nearly seven years. Our most sanguine expectations at the outset have been more than realized. Editorial work was to us wholly an untried field, while the financial and business management of such a publication was almost equally so, and we began the undertaking with many misgivings. It is with feelings of profound gratitude that we look back over these seven years. They have not been without periods of depression and discouragement, and the present is not without a keen sense of short-coming; but the teachers of Ohio have been kind and generous, and the measure of success attained has exceeded what there was any reason to expect. It gives us pleasure to make this open acknowledgment.

The confidence we reposed in Ohio teachers at the outset was not misplaced. It may not be known to all present subscribers that at the beginning of the present management, about fifty percent was added to the size of the journal and the outward appearance was greatly improved, without any change in the subscription price, save the abolition of club rates. This was done in full confidence that it would meet the approval of the teachers. In

this we were not mistaken, for the subscription list was more than doubled soon thereafter.

And now, what of the future? Upon our part, there is no disposition to stand still. Leaving the things which are behind, we propose to press forward. We wish, if possible, to put more of earnest purpose, more of heart, into the work, with a view to making the MONTHLY still more stimulating and helpful to teachers, and a greater power for good to the cause.

With the beginning of the new volume we expect to introduce some new features. One of these is a PRIMARY DEPARTMENT. Though primary teachers have not heretofore been forgotten, they will hereafter find a department exclusively their own, devoted entirely to their branch of the work. This, we think, will meet a want that has often been expressed. For this department, contributions from those engaged in that branch of the work are invited.

After mature deliberation and consultation with some of the oldest friends of the MONTHLY, it has been decided to make some change in the terms of subscription. The single subscription price is as low as it can be put in safety, and as low as it ought to be; but there seems to be a demand for a club price. Subscriptions beginning with the new year will be taken in clubs of four or more at \$1.25. As it will often be necessary and always right to pay a commission out of this to persons raising large clubs, this will result in a considerable reduction of the subscription price, but we do it, in the full confidence that the loss will be fully made up by a corresponding increase of the subscription list. Indeed, it is done for this very purpose. We prefer a larger list at a smaller profit, even though the total financial result should be the same. We want the MONTHLY to reach a much larger number of Ohio teachers than ever before, and to this end we shall bend our efforts. Teachers of Ohio, what response this time?

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#### LANGUAGE TRAINING.

There is more truth than poetry in what Brother Holbrook says, in the last number of the *Normal Exponent*, about practical language training. We think he is rather severe on the "old institutions," especially the "poor" colleges; but the following sentences concerning the work in common schools are near the mark and deserve attention:

"Language lessons and composition classes are practically *nil*. The remedy is not in these or other new classes. It is in the teaching of every class. No subject is well taught that has not terminated in a special language practice on that subject while it is being taught. The remedy is not at a point on the surface or one line along the work; it is all-pervading, permeating the whole mass of school work from center to circumference."

Right practice in speaking and writing is the only rational means of acquiring the ability to use good English. Perhaps the hearing and reading of good English should be named as auxiliary. In former days we taught our

pupils grammar, and some of those more advanced studied rhetoric, in the fond expectation that they would thereby be enabled to speak and write good English. Disappointed in this expectation, we have turned to "language lessons" with great confidence that through these the desired end would be reached. But, as conducted in most schools, these are little more than diluted grammar lessons, and it is to be doubted whether we have made much gain.

In education, as in religion, the tendency of human nature is ever to routine and formalism. The spirit and the life are not easily discerned by the eye of sense; hence the readiness with which the majority of mankind are content with seeming rather than being—with the outward appearance rather than the inward reality. It is so with much of our school-work. Many teachers can make a display of organization and mechanism, study courses and programs, object lessons and language lessons, and what not, without the ability to stir the inner fountains of thought.

Language training not preceded and accompanied by clear and vigorous thinking is of little worth. The right order is something to say that is worth saying and a good way to say it. As Mr. Holbrook well says in another place, "telling requires thinking. Thinking requires things to think about." First apprehend a subject, then comprehend it, and finally embody it in words.

Language training, then, is not so much a separate school exercise as an end or aim of all school exercises. Every lesson studied and recited should have its culmination in clear, concise, and accurate statement of the thought it contains and suggests.

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#### NATURE AND EDUCATION.

In one view, education is a small thing. All the conditions as well as the inner principle of growth are supplied by Nature; there seems little left for human agency. Growth is almost an automatic process; there needs only a little prompting, a little guidance. To keep in right attitude, to maintain right relations between the growing soul and its natural conditions of growth, is the whole of education.

Drummond, in his chapter on "Growth," draws an apt comparison between the growing man and the growing flower; or rather, he uses a metaphor which a greater than he used long before, "Consider the lilies *how they grow*." They grow of themselves, without worry or pain, or even thought. The principle of growth within and the conditions of growth without are in harmony; that is all. And in much the same way, Mr. Drummond reasons, a man grows. He cannot, by taking thought, add one cubit to his stature. Both, flower and man, are "planted deep in the providence of God," and both unfold from within, easily and naturally.

This reduces education to its lowest terms, and minifies human agency. All that a man can do for himself in the way of growth, and all that can be done for him, is to supply the nexus—to establish and maintain right relations between the inner principle of growth and the external conditions.

But there is another side. Man is not a plant, but a living soul, self impelling, self-acting. He is a free moral agent, with power to choose or refuse; and a prime condition of his development is self-activity. He has great possibilities, but all depending on his own purpose and his own exertion.

There is a land of promise before every one of us, "a good land and large;" but it must be subdued and occupied. We can claim only so much as the sole of the foot treads upon. And there is not likely to be any want of occupation for the Moseses and Joshuas. There is still a wilderness to be traversed, and there are still strong enemies to be overcome. There will always be a demand for good leadership. Let teachers sanctify themselves. Let them be strong and of a good courage.

### DEEP AND THOROUGH CULTURE.

These words of Ruskin are worth pondering well :

"Most men's minds are little better than rough heath wilderness, neglected and stubborn, partly barren, partly overgrown with pestilent brakes and venomous wind-sown herbage of evil surmise. The first thing you have to do for them, and yourself, is eagerly and scornfully to set fire to this; burn all the jungle into wholesome ash heaps, and then plow and sow. All the true literary work before you, for life, must begin with obedience to that order. 'Break up your fallow ground, and sow not among thorns.'"

How true! How much of our attempts at the cultivation of ourselves and others is simply sowing on unprepared soil. It is but a few days since an experienced and capable high-school teacher was heard lamenting the small results of her best efforts on behalf of her pupils. There seems to be only a little scratching of the surface, and nothing takes deep root. And how much foul growth there is to choke the good seed. That only is true culture which deepens, enriches, and purges the soil.

It is possible for a man to be well educated without knowing many languages, without having read many books. If he has learned to observe closely and correctly, to think and feel deeply and choose wisely, he is well educated, no matter in what school he has learned, or by what methods. On the other hand, one may know, in a way, many languages and read many books, and remain uneducated.

"Give me," said Thoreau, "a culture which imports much muck from the meadows, and deepens the soil,—not that which trusts to heating manures and improved implements and modes of culture only."

This cry of a weary brain and heart is from a school superintendent in a distant city. It will strike a sympathetic cord in the heart of many a tired worker.

"Oh Findley, I am just about worked to death! My work here has grown till it overwhelms me. Between nine and ten thousand children and 240 teachers! There is no end to the things I see to do. How I would like to visit you in Ohio! but perhaps I never shall again. I rarely take a vacation. If you have the time to write to me it would cheer me greatly."

It is the burden the heart carries that wears, far more than the work done by brain and hands. Such a cry not unfrequently comes from very brave, stout hearts, in periods of weakness and weariness; but how grand a thing it is to go through life with head and heart and hands always full. Come any weariness, any pain, rather than a record of unfaithfulness! There remaineth a rest.

## READING CIRCLE STUDIES.

### COMPAYRE'S LECTURES.

#### CHAPTER III.—INTELLECTUAL EDUCATION.

In the study before us, we are to draw a little nearer to the heart of the subject. We shall find the same clearness of thought and simplicity of style with which we were entertained at our last sitting.

44. Observe the restricted use of the term education—not so used by English writers. Intellectual education something more than instruction. Define instruction. Its relation to education.

45. Intellectual education, how related to physical and moral education? Meaning of the maxim, "Knowledge and virtue are one." What measure of truth in it?

46. Two-fold purpose of intellectual education, to form and to furnish the mind—training and instruction.

47. Instruction a means to what end? The mind's aliment. May there be much instruction without much education? Importance of knowing how to teach as well as what to teach.

48. Mind formed by exercise; instruction affords exercise. Two lines of study for the teacher, the nature of the mind and the nature and characteristics of the branches of instruction.

49. Order of mental development. Do the faculties develop consecutively or simultaneously? Herbert Spencer's view.

50. Resemblance of the child's faculties to those of the grown man. Do any new powers come into existence in the course of a life?

51. Sense in which education is progressive—"the objective counterpart of the subjective development of the mind."

52. Objection to Rousseau's idea of successive education. Is there not more of truth in it than our author admits? Some tillage and some fallow is the farmer's rule. Anything analogous in human nature?

53. Interdependence of the faculties. Mutual helpfulness.

54 and 55. The mind not a mere receptacle to be filled. Evils of cramming.

56. Appeal to the child's understanding. Evils of dogmatism. Is there danger of too much liberty?

57. Element of time. Learn to wait for growth. Nature will not be hurried.

58. Element of pleasure. How studies become disagreeable. To the reasons given by the author and translator, add the innate laziness and perverseness of some children.

59. Need of exertion. Author does not lay sufficient stress on persistent effort when not entirely agreeable.

60. Inner and spontaneous development. Little value of instruction which does not touch the inner forces of the soul.

61. Important quotations on the principle of self-activity.

62. Diversity of talent and aptitude. Need of different treatment.

63. Are special aptitudes and preferences of children to be indulged? Or should they be required to put forth most effort in the direction of least aptitude?

64. A practical aim. "Manly training of the useful faculties," rather than "mental adornment."

#### CHAPTER IV.—EDUCATION OF THE SENSES.

65. The dawning of intelligence. Rapid early growth.
66. Distinguish between sensation and perception. The "consciousness of difference the beginning of intelligence."
67. Sense-intuitions the chief source of knowledge. But mind is more than "the conscious echo of an external world."
68. Physical bearing of sense-culture. Growth by exercise. The senses mutually complementary.
69. The senses not merely the instruments but the subjects of cultivation.
70. What we owe to Rousseau, to Pestalozzi, and to Froebel, respectively, concerning the education of the senses.
71. Each sense to be separately studied and separately cultivated.
72. Smell and taste—their rank in the order of development, and their rank in educational value.
73. Hearing, the social sense. Rules to be observed in the education of the hearing.
74. Early yet slow development of the sense of touch. Susceptible of a high degree of cultivation, as in the case of the blind.
75. Quickness and accuracy of sight in children. The soul of a child is in its eyes.
76. Learning to see—subject to the law of natural and progressive development.
77. Sight, the scientific sense; also, pre-eminently the æsthetic sense. What other æsthetic sense?
78. Hygienic treatment of sight. Myopia, color-blindness, etc., largely caused by improper habits of vision.
79. What the school can do in the cultivation of sight. Distinguishing colors, form and position of objects.
- 80 and 81. Attention, an essential condition of sense-culture. Distinction between seeing and observing. Author's estimate of apparatus for the training of the senses.
82. Studies specially adapted for the cultivation of power of observation.
- 83 and 84. Observation in children stimulated by a natural curiosity, which may be turned to advantage by the teacher. In what does Herbert Spencer's paradox consist?
85. What evils might arise from an extreme or exclusive sense-training? Would it tend toward materialism and the undermining of faith?
86. What is the proper place of sense-training in a sound education? The value of clear and distinct perceptions.

The education of the senses is a subject of transcendent interest and value to the teacher. It involves the whole subject of object-teaching, and embraces the first principles of all educational philosophy.

Attention and memory will be under consideration at our next sitting.

# RECOGNITION OF THE TEACHER'S PROFESSIONAL STUDY.

I wish I could reach the ear of all school examiners and school directors; but since educational magazines seldom do that I cannot hope to have so large an audience. But on almost every city board of examiners there will be a superintendent; and I trust there is not a county board that does not have in it one teacher. I take it for granted that such persons subscribe for at least one school journal published in their own state, and read it carefully; and many such persons may be readers of the MONTHLY.

Perhaps the school directors can be reached by each teacher who reads this article lending her copy to some director. But I have something to say on this subject to the teachers themselves—particularly to teachers of influence.

I never wished with greater earnestness for the eloquent pen than at this present moment; and that not for anything that might redound to me, but for the sake of those for whom I plead. Nor do I feel that in pleading for the recognition of all that a teacher does to improve herself professionally, I am pleading solely for the teacher; the truth is, I believe myself to be pleading primarily for what is best for the pupil. Every time I estimate a teacher, the question which determines the estimate takes the shape, "Should I select her to teach a child of mine if I had the power of choice?" If she has the Christian virtues of faith, hope and charity, a growing intellect, and an interest in her profession which leads her to take every opportunity to study it, I am not afraid to trust a dear one to her, even though her scholarship is not yet all that I should desire, and her experience not yet great. But a child can scarcely have a harder fate, so far as its school life is concerned than to be sent to a teacher who studies nothing beyond the common school branches in which she is to be examined, and in the manner that will prepare her for the average examination of teachers; knows nothing beyond how to drill pupils in the assigned work of a certain grade; dislikes teaching but remains at it because she cannot find any other kind of work in which she will be as well paid; has no ambition beyond working her pupils up to a certain grade in written examinations; thinks money spent for educational papers wasted; wonders why teachers go to the Ohio Teachers' Association; scarcely knows what an institute means; and thinks "it is queer that teachers care to join the Teachers Reading Circle." There are such teachers. The picture is not overdrawn. They are never known to cause many pupils under their care to like school. It is by accident and not by any fault of theirs if any of their pupils have any other kind of ambition stirred in their souls than the mere ambition "to pass", or at best to get a good grade; and if the love of learning strikes root in any mind the seed has been blown there from some other direction. Now contrast with such a teacher the one who is studying something in science, language, or literature which is developing her mind and beautifying her manners and morals; is studying the works of the greatest minds that have been devoted to educational subjects; likes teaching so much that almost daily her interest in it increases; is satisfied with no meaner ambition than to arouse mind to its highest activity and make heart sensitive to the highest good of everything human; takes educational papers in order to keep up with the most advanced thought of those yet working in her own field of labor; goes to the

Ohio Teachers' Association and comes back feeling that "it is good to have been there," and to have felt the inspiration that comes from personal contact with those deeply interested in that which concerns most closely her daily life; attends the institute to help and be helped; and joins the Teachers' Reading Circle for the pleasure and profit that comes not only from its home studies, but from the association it gives her with those whose work is so connected with hers that its success touches her success, its failure adds another chance to her failure. These two teachers sometimes work side by side. Parents know the difference between them, although they cannot trace its reason all along the line. They know to which teacher they would rather send their boy; and my sympathies are with them when they cannot have their choice.

Now, what would I have boards of examiners do in this matter? I would have them recognize distinctly in the length of time for which they give their certificates all the work which teachers are doing to make scholars of themselves (the word scholars is not used in its most critical sense), everything that they are doing to improve themselves professionally. If it is not legal to give this recognition in the certificate, then the law should be changed. But our authority is very high for claiming that the requirements of the law are not met at all by tests of the mere knowledge one has of arithmetic, geography, grammar, and reading. It is a shame when teachers study the most advanced thought on the teaching of primary schools, spend money in visiting good primary schools in order to see the practical working of methods of which they have read, then take some of their time for the reading of poetry or history because they feel the need of the broadening influence of literature, to be given a one year's certificate because they fail to answer certain questions in geography, so absurd that I would not have them printed in these pages, although I have copies of them in my possession.

I feel that a great many of us are to blame in this matter. We have not lived up to what we promised. Some examiners do not know of the State Reading Circle. What effort has been made to bring examiners in general to a recognition of the studying done by its members? Have even the leaders in the Reading Circle movement done all that they could in this line? I know that great good is done the teachers, even if they receive no credit from those in authority. But it pains me deeply to know that not only is their careful reading and study in a well arranged course not acknowledged, but sometimes young teachers suffer at the hands of examiners from the very fact that they have spent their time thus profitably instead of in cramming for a narrow examination. Examiners have in their hands a wonderful lever for elevating the teachers of our State if they can be brought to use it.

Now as to the directors: What recognition of the work that the teachers are doing in a professional line do I want them to give? I want them not only to appoint and to retain in their service teachers who are doing everything to improve themselves and consequently doing the highest good to the schools, but I want them to acknowledge their work by an advancement of salaries. It does not follow at all that because two teachers are employed in schools of the same grade that their services are worth the same money. Nor will our schools ever reach their highest excellence so long as teachers who do good work in the lowest primary grade, in order to have their salaries increased are

put in a higher grade, where, perhaps, their success is not so marked. They should be given the increase in salary, but in the position in which they have shown their ability to earn it.

I don't like it to be possible for a teacher who puts all her money in dress to be able, with a shadow of truth, to say to another who spends freely in all the lines of improvement which I have before indicated, "I wouldn't spend my money as you do. You will never make any more in this town by doing so." And yet such things occur every year.

It is the business of superintendents and of teachers of experience who have reached as high positions as are in the gift of their own board of directors to educate school directors to a proper estimation of this work on the part of younger teachers. Some years ago, I knew a superintendent to pursue a course, the wisdom of which I think will be apparent to all who think earnestly on this subject. A vacancy in the high school corps of teachers was to be filled. He suggested for the place a teacher of one of the grammar schools who had never known what it was to save money when it was a question of what was for the highest good of her school. At the meeting for election of teachers, one of the directors present proposed that as a teacher was to be appointed who was new to that particular work that the salary be lowered. The superintendent replied, "No, gentlemen, you cannot possibly make a better investment of the school funds than in a good salary for that lady. Her salary nearly all comes back to the school in the shape of books, in the education that comes from traveling, or in increased professional ability that comes from attendance upon institutes and associations." It is my opinion that that superintendent has never regretted the stand he took that day.

I have no doubt that other superintendents have been as wise; but I want all brought to the point where they will feel it a solemn duty incumbent upon them to recognize the work done by any teacher to improve her mind and heart, and her knowledge of the science and art of education.

MARGARET W. SUTHERLAND.

# O. T. B. C.

DEAR EDITOR:—I desire to acknowledge through the MONTHLY the receipt of the following sums for membership fees, since my report of Sept. 20, 1888 :

Sept. 26.—E. B. Cassell, Mt. Healthy, Hamilton Co.....	\$ .25
" 26.—Miss Eva A Robb, New Richmond, Clermont Co.....	1.25
Oct. 1.—Miss Kate Brennan, Cleveland, Cuyahoga Co .....	11.00
" 1.—Aaron Grady, Wheelersburg, Scioto Co.....	.25
" 8.—Harry Corns, Columbus, Franklin Co.....	1.75
" 9.—Miss M. A. Boggs, Rosemont, Mahoning Co.....	1.00
" 12.—Miss Kittie M. Smith, Weston, Wood Co.....	.75
" 16.—Mollie V. Foster, Winfield, Darke County.....	.50
" 16.—E. M. Howald, Columbus, Franklin Co.....	4.50
" 16.—Frank G. Houle, Shelby, Richland Co.....	.25
Total.....	\$21.50

Massillon, Ohio, Oct. 19, 1888.

E. A. JONES, Treas. O. T. B. C.

The sad tidings of the death of Dr. Eli T. Tappan, State School Commissioner, reaches us, just as this last form goes on the press.

If you have not ordered your magazines and papers for next year, look our club list over, make your selection, and send in your order. If you do not see what you want, write and inquire for it.

During the month of November, we will receive subscriptions for the MONTHLY and the FORUM for \$5.00, the price of the *Forum* alone. This offer is good only until Dec. 1. Be prompt. Send cash with order.

Turn to the advertising pages at the beginning of this number, and see what some of the readers of the MONTHLY have to say about it; then ask the teachers in your neighborhood to subscribe. If you think you can send a large club, write for special terms.

### EDUCATIONAL INTELLIGENCE.

—Ginn & Co., Boston, are to be the American publishers of the *Classical Review*, which is published in London and numbers among its contributors the most eminent classical scholars of Great Britain. American scholars will be associated in the editorial management.

—The Columbiana County institute is to be held at Salineville, beginning October 29, with the following program of instruction: 1. School Management and Arithmetic, Dr. S. Findley, Akron, Ohio; 2. Physiology and Hygiene, Prof. E. T. Nelson, Delaware, Ohio; 3. Language and Geography, Supt. C. C. Miller, Ottawa, Ohio; 4. Four Years of primary Work, Miss Mary Sinclair, Leetonia, Ohio.

—The next annual meeting of the Eastern Ohio Teachers' Association will be held at Newcomerstown, Friday and Saturday immediately following Thanksgiving. Among the names on the program are Commissioner Tappan, Supt. Compton, of Toledo; J. M. Yarnell, W. H. Ray, L. H. Watters, John McBurney, H. L. Peek, J. A. McDowell, H. N. Mertz, M. R. Andrews, James Duncan, Arthur Powell, E. B. Thomas, C. F. Palmer, O. T. Corson, J. W. Pfeiffer, C. L. Cronebach, S. K. Mardis, W. D. Lash, Chas. Guinther, J. C. Hartzler, J. A. McKean, H. V. Merrick, and Misses Maude Potts and Ada V. Johnson. It is safe to predict a rousing meeting. The E. O. people never do things by halves.

—The twenty-first annual session of the Delaware County institute was held at Delaware, the week beginning August 27. Instructors: Profs. Williams, of Delaware, and Brown, of Dayton, and Miss Marie Jacque, of Dayton. The attendance was 210, somewhat less than late years. Officers for the ensuing year: *President*, J. S. Campbell, making 21 years of actual service; *Secretary*, Jno. Shoemaker; *Treasurer*, Prof. W. G. Williams; *Ex. Committee* D. L. Pritchard, Mrs. Powers, D. C. Meek, Oren Poppleton and David Blackledge. The county has no teachers' association outside of the institute, and no educational meetings are held. The Reading Circle has life enough to whistle once a year, as Prof. C. expresses it. Why is this thus, in such an educational center as Delaware? H.

—The Cleveland Normal School has grown, under its present principal, Miss Ellen G. Reveley, from thirty pupils to ninety, notwithstanding the fact that the standard of admission has been raised, and now requires every pupil entering to hold a teacher's certificate from the City Board of Examiners, as well as a high school diploma. The growth of the school has made an additional teacher necessary, and Mrs. E. C. Hard, recently principal of the Rockwell school, has been appointed. She once attended the Oswego Normal School, was afterwards a student at Cornell University, and now proves to be the right woman in the right place. The number of training schools has been increased to six, with four critic teachers, Mrs. T. Ashton, Miss J. Jackson, Miss Jennie Pullen and Miss O. Reisterer. The two latter assist Miss Reveley in the Normal department also. All the graduates of the January and June classes of 1888, have received appointments as teachers.

—The Greene County institute was held the week beginning August 27th, at Xenia. The instructors were Marcellus Manley, of Galion, and John C. Ridge, of Waynesville. It was the most interesting and profitable institute held in Greene County for many years, there being in attendance 173 teachers. Messrs. Manley and Ridge each gave an evening lecture, free to all.

The following officers were elected for the ensuing year: *President*, R. W. Mitchell, Alpha; *Secretary*, Miss Nettie Smith, Bowersville; *Ex. Committee*, John E. Barnes, Fairfield; J. L. Miller, Old Town; C. S. D. Shawan, Jamestown.

The Ex. Committee has decided to hold a two weeks session next year, beginning Aug. 12th. C. W. Bennett, of Piqua, has been employed to assist home talent the first week. Thursday of the first week will be set apart as directors' day.

Alston Ellis, Hamilton, and Samuel Findley, Akron, have been engaged as instructors the second week. J. E. B.

—Now that the rush of the summer work is somewhat over, we desire to call attention to some matters looking forward to profitable work for the fall months, and through the winter. Write to B. F. Johnson & Co., 1009 Main St., Richmond, Va., and they will show you how to do a grand work, which can be made a *permanent thing*.

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## PERSONAL.

—C. W. Vandegrift now has charge of the schools of Plain City, Madison County.

—Reinhard Weisbach, of Cincinnati, has charge of German instruction in the schools of Napoleon, O.

—Hugh A. Myers is the successor of the late John D. Phillips, in charge of the schools of Harmar, Washington Co.

—Superintendent H. N. Mertz is willing to make some institute engagements for next summer. Committees can communicate with him at Steubenville, Ohio.

—Fred. Blaesser, a Noble County teacher, has recently suffered a very sore bereavement, in the death of his wife. He is left with eleven children, the eldest a daughter 16 years old.

—N. W. Bates, (from Ohio of course) occupies the chair of Latin and English in the Alabama State Normal School, at Florence. A letter from him appears elsewhere in this number.

—Geo. B. Bolenbaugh is principal of the Madison Township High School, Pickaway County. He reports an auspicious opening and expresses the hope that ere long every township in the county will have a high school.

—W. D. Korn has recently been appointed on the Lawrence County Board of Examiners. He conducted the Boyd County (Ky.) institute, the last week in September, and reports a good attendance and an interesting session.

—The many friends of Dr. Thomas W. Harvey will be pained to learn of the death of his daughter, Annie Steese Harvey. She died at her home in Painesville, Oct. 10th, after a short illness, at the age of 21. She was graduated at Lake Erie Seminary last year.

—Jonas Cook, formerly a member of our craft in Ohio but now at Harper, Kans., did institute work in Greenup Co., Ky., the past summer. He gives a favorable report. Kentucky teachers must attend the institute, under penalty of forfeiture of their certificates.

—Portland, Dakota, had thirty applicants for the principalship of her schools. B. F. Remington, an Ohio man, took it. He says school matters there are in better shape than they are in Ohio. He gives a good report of what our old friend John Ogden is doing out there.

—Mr. Geo. W. Reed, of the class of '88, Ohio University, and Miss M. C. Baker, of the class of '82, also Rev. W. A. Hunter, of the class of '85, and Miss Ella F. Kirkendall, class of '86, were recently married and are all teaching in Salt Lake City. Are these results of co-education?

—E. H. Cook, Principal of the State Normal and Training School at Potsdam, N. Y., formerly Principal of the Columbus High School, has been chosen President of the New York State Teachers' Association—the next meeting to be held in Brooklyn in July next. A well deserved honor.

—Miss Kate E. Stephan has resigned her position as critic teacher in the training department of the Cleveland Normal School, on account of ill health. The Board granted her leave of absence. She formerly served as supervisor of primary instruction. She will be greatly missed in the Cleveland Schools. Miss Jeanette Jackson, one of the early graduates of the Normal School, and since a very successful primary teacher, has been appointed to fill the vacancy.

—Marcellus Manley, member of the Ohio State Board of Examiners, and for a number of years superintendent of schools at Galion, Ohio, resigned his position at Galion, Sept. 1, to accept a similar position at Santa Ana, California, and went at once to his new field of labor. The frequency of such dispensations in our midst says in unmistakable tones to those that remain, Be ye also ready. A. W. Lewis, of the Galion High School, succeeds to the superintendency.

—Miss Kate A. Findley, of Andover, Mass., a graduate of the Boston School of Oratory, and for a number of years a teacher in the public schools of her native town, and in one of the Pennsylvania State Normal Schools, can be secured for institute work in Ohio. She is at present Instructor in Elocution, Reading and Rhetoric in the Ohio University at Athens, and refers by permission to the Faculty of the institution, to Supt. Balliett, of Springfield, Mass., and to Mrs. Col. Parker, Chicago, Ill.

## BOOKS.

*Potter's New Elementary Geography* (Teacher's Edition). By Miss Eliza H. Morton, late Teacher in the Normal Department of Battle Creek College, Mich. (John E. Potter & Co., Philadelphia).

This is not a book for the routine teacher. It is a radical departure from the beaten path. There are a hundred lessons, each of which is to be preceded by oral instruction. The teacher's edition contains carefully prepared notes to aid the teacher in each oral lesson. The lessons for pupils consist largely of suggestive hints and questions, calculated to lead each pupil to observe and think for himself. The lesson grinder will shun this book; the highly skillful teacher will be delighted with it.

*Physiology: A Manual of 1000 Questions and Answers Systematically Arranged, Containing a Full Treatment of the Physiological Effects of Alcohol and Narcotics, with a complete Analytic Outline of the Subject, and Notes on Teaching.* By W. A. Clark, of the National Normal University. Published by C. K. Hamilton & Co., Lebanon, Ohio.

This book has been prepared specially as an aid in teaching and in preparing for examination. No better book of its kind has ever fallen into our hands. Clearness, completeness, and conciseness are its leading characteristics.

*Longmans' School Geography*, by George G. Chisholm, M. A., B. Sc., (London: Longmans, Green & Co.) is a convenient duodecimo without maps. It is commendable for what it omits as much as for what it contains. Ignoring all petty details, which if learned would not be remembered, the author presents the essential facts and principles in their proper relations, with a view to securing the highest discipline as well as the best information. In the description of countries, prominence is given to such features as comparative latitude, density of population, and the growth of cities.

*A School Grammar*, by David Salmon (Longmans, Green & Co., London and New York) is a grammar simple and pure, without mixture of composition, rhetoric, etc. There is not even a preface to tell what long felt want the book is intended to supply. It is sufficiently elementary for beginners, and sufficiently advanced for the average common school.

*Elements of Composition and Rhetoric*, with Copious Exercises in both Criticism and Construction, by Virginia Waddy, Teacher of Rhetoric in the Richmond High School. Published by Everett Waddy, Richmond, Va.

The outgrowth of school-room experience, this work is a practical text-book sufficiently elementary for lower high-school grades, yet sufficiently comprehensive to give a fair knowledge of the subject.

*The Boston Tea Party*, and other Stories of the Revolution, Relating many Daring Deeds of the Old Heroes, from Henry C. Watson, (Lee & Shepard Boston), is a book to be remembered when reading for the young people is to be selected. These stories of personal daring can scarcely fail to excite an interest in the history of our country and arouse a spirit of patriotism in the breasts of our young people.

Two recent additions to the *Classics for Children*, published by Ginn & Co., Boston, are *Benjamin Franklin; His Life Written by Himself*, and *A Selection of Stories from the Arabian Nights' Entertainment*; the former edited by D. H. Montgomery, the latter by Edward E. Hale. The preparation and publication of these classics is a real service to teachers as well as to pupils. The proper reading of such books is an education in itself.

*Colloquia Latina*. Adapted to the Beginners' Books of Jones, Leighton, and Collar and Daniell. By Benjamin L. D'Ooge, Professor of Latin and Greek, Michigan State Normal School. D. C. Heath & Co., Boston.

The two-fold aim of this little book, to secure thoroughness and inspire enthusiasm by the use of colloquial Latin in the early part of the student's course, is highly commendable. The method is approved and adopted by many of the best Latin professors. The exercises in this book will prove a pleasant recreation to the tyro as he sweats over his paradigms.

There seems no end of good reading for young people. One of the latest and best books of this class is from the press of D. Appleton & Co., New York,—*Stories of Other Lands*, compiled and arranged by the late James Johonnot. It contains fragments of history, feats of heroism, stories of artists, and stories of science and industry—all told in simple yet chaste language.

*The Realities of Heaven* is a neat little 16mo volume of 120 pages, containing eight lectures by Rev. T. F. Wright, on the inhabitants, employments and enjoyments of the spiritual world. Published by William H. Alden, Philadelphia.

*English-German Model Letter Writer and Book keeper*. By Dr. Jacob Mayer. Published by I. Kohler, Philadelphia.

This is a volume of considerable size. The two languages are on opposite pages. It contains directions and models for every variety of correspondence, in both languages; also a short treatise on book-keeping, with business forms, in both languages. There is an observable tincture of German on a good many of the English pages.

*The Child's Song Book*. For Primary Schools and the Home Circle. By Mary H. Howliston. Published by A. S. Barnes & Company, New York and Chicago.

A very pretty little book, filled with sprightly songs, games and exercises for the little people. Just such a book as every primary teacher wants.

*Splendor!* For Singing Classes, Conventions, Normal Schools, Day Schools, Institutes, Academies, Colleges, and the Home. Containing a greatly Improved Method of Teaching the Principles of Music, Voice Culture, Theory and Exercises; Pretty and Easy Pieces for Beginners, More Advanced Gleees, Part Songs, Quartets and Anthems, and Grand Sacred and Secular Choruses for Concerts. By S. W. Straub. Published by S. W. Straub & Co., Chicago.

*Selections from Ruskin*, By Edwin Ginn, with Notes and a sketch of Ruskin's Life, by D. H. M., belongs to Ginn's "Classics for Children." It contains Ruskin's Lectures on Books and Reading, War, and Work, slightly abridged for school use. Seems like pretty strong diet for "children"—perhaps intended for "the children of larger growth." If so, it is excellent for them.

*Alden's Manifold Cyclopedia of Knowledge and Language*. Illustrated. Vol. I. A to America. New York: John B. Alden, Publisher.

The work bearing the above title is one of the remarkable literary enterprises of the age. In it are combined a cyclopedia of universal knowledge and a dictionary of the English language. It claims to include every word which has any right to a place in the English language, and to give reliable information in every department of human knowledge. Many of the topics are treated at considerable length—Africa, for instance, occupying a dozen pages and America nearly thirty. One of the marvellous things about it is the price. Each volume is a neat duodecimo of more than 600 pages, sold in plain cloth binding, for 50 cents, and in half morocco for 65 cents. The volumes are to come from the press at monthly intervals.

*Laboratory Manual of General Chemistry*. Including Directions for performing one hundred of the more Important Experiments in General Chemistry and Metal Analysis, with blank Pages and a Model for the same, Laboratory Rules and Suggestions, and Tables of Elements, Compounds, Solutions, Apparatus, and Chemicals. May be used with any text-book, but specially adapted to the author's "Introduction to Chemical Science." By R. P. Williams. Boston: Ginn & Co.

*First French Course*: Rules and Exercises for beginners. By C. A. Chardenal, University of France. New and Enlarged Edition. Boston: Allyn and Bacon.

*Introductory Lessons in English Grammar*. For Use in Lower Grammar Classes. By Wm. H. Maxwell; Superintendent of Public Instruction, Brooklyn, N. Y. A. S. Barnes & Co., New York and Chicago.

The author holds that the chief purpose of studying grammar is to teach children how to comprehend thought expressed in language. He also claims that "language lessons" have been largely a failure, because they have dealt almost exclusively with expression, ignoring the development of the power to think. The point seems well taken; there can be no valuable attainment in power to express thought without thinking. The teacher's great task is to secure the clear expression of thought *by means of clear thinking*. We are pleased with this book. It is based on sound principles, and admirably planned and well executed.

*A College Algebra*. By G. A. Wentworth. Boston: Ginn and Company.

This is an advanced algebra, designed for a full-year course. After a brief review of elementary principles, there is a clear and thorough presentation of quadratic equations, binomial theorem, choice, chance, series, determinants, and the general properties of equations. The previous reputation of the author is a guaranty of excellence.

A very excellent little manual is *How to Teach Manners in the School Room*, by Mrs. Julia M. Dewey. Published by E. L. Kellogg & Co., New York and Chicago. Teachers would do well to get it.

*The Essentials of Geography.* For school year 1888-9. By G. C. Fisher. Fourth annual edition. New England Publishing Company, Boston.

This work is revised and published annually, contains folded maps for each country, and is a valuable reference work for all those who are interested in the physical features and productions of each country, statistical tables, etc.

**NOW FOR THE PRIZES.—OPEN TILL JANUARY 1st.**

In the May TREASURE TROVE the publishers offered prizes in money and books to the amount of two hundred and fifty dollars to the boy and girl story writers. It was at first intended to close the competition in June, but vacation coming so soon, left too little time for the scholars to do themselves justice; so it has been decided, in response to many requests, to re-open the competition this month, and give the young writers until January 1, 1889 to think over and write their stories.

**THE AMOUNT INCREASED.**

The amount has been increased to *two hundred and seventy dollars* in cash and books. And in order to give encouragement to a greater number of young writers, the division of prizes is decided upon as follows:

10 prizes of \$10.00 each in cash.....	\$100 00.
20 " " 5.00 " " " .....	100 00.
25 " " 2.00 " in books.....	50 00.
20 " " 1.00 " " " .....	20 00.

**Seventy-five prizes worth.....\$270.00.**

1. All writers must be under eighteen years of age.
2. All writers must be subscribers to TREASURE TROVE.
3. The stories must be original.
4. The story must not have over 2,500 words.
5. The story must be on note-paper, on one side only, not rolled, and very legible.
6. You must send a statement that the story is really your own.
7. Your teacher must certify that he knows you and believes your statement.
8. If you wish to write you must notify us at once.
9. Story must be in our hands by Jan. 1, 1889.
10. Stamps must be sent if it is to be returned.

**A LARGER NUMBER OF PRIZES.**

By this arrangement *seventy-five* pupils will get valuable prizes. It gives a chance to all. The prizes are not intended for the professional writers of to-day, but for the young men and women who may be the professional writers of the future. Young man, young woman: make up your mind that *you* will get one of these prizes.

Let every reader be ready to assist in this matter. Let every boy and girl in the world know about this prize offer. Send out postal cards to your young friends and tell them to subscribe, and then to write for the prizes.

Let the teachers give notice in the school, of these prizes. Some seventy-five *school boys and girls* are going to get these prizes; it will not be William D. Howells or Mrs. Burnett.

Let the teachers tell the boys and girls about these prize offers. There are many boys and girls that would like to *sell* their manuscripts; here is a good chance. TREASURE TROVE is an illustrated monthly magazine for young people and their teachers. It has been established over ten years. \$1.00 a year. Sample copy, 10 cents. Address,

**TREASURE-TROVE CO., NEW YORK CITY.**

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

## THE NATIONAL TEACHER.

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SAMUEL FINDLEY, . . . . . EDITOR.

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Volume XXXVII.

DECEMBER, 1888.

Number 12.

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### WORKING LIBRARIES.

C<sub>2</sub>

BY F. TREUDLEY.

In the expenditure of the money referred to in a former article, the following points were observed :

The lowest grades of school require abundance of reading matter in order to acquire perfect familiarity with words already learned and a sufficiently extended vocabulary. One great reason why the results of the teaching of reading are so often disappointing is not that the teaching part has not been well done, but because sufficient practice in reading has not been had. Our best readers come from families where the habit of reading prevails and good books abound. We have, already, sets of books in each grade of the schools, aside from the readers. These afford sufficient practice during school hours. What is wanted with us is to get the pupils to read out of school, to establish the reading habit in the homes. The regular supplementary readers are not allowed to be taken home. Our library books will be allowed to be taken. For the first two grades, then, our purchases are mainly in the line of readers of corresponding grades. Our purpose is to supply each of these grades with upwards of twenty readers. Very beautiful are the books that can be thus purchased, for our modern readers are excellent in every particular.

The writer is acquainted with two children who had a little help at

an early age, for three months, in a sort of kindergarten. Here they acquired a start in reading. They were furnished with plenty of easy reading at home, so that at the very time they began to be conscious of a new power and desired to use it, they had plenty of suitable material at hand. They fairly taught themselves to read, and the practice carefully maintained enables them to excel.

A gentleman told me that it was his custom to put several readers of corresponding grade into his children's hands. They are very proficient. Now, with a few books purchased for a small sum, and by the exercise of a little care, a teacher can do for each child, largely, what this gentleman did for his, and in the cultivation of the habit of reading, vastly strengthen the work of the school.

I wish to add that such books as Badlam's, Stickney's, Barnes's, Monroe's, Harper's, Appleton's, etc., etc., present excellent methods of instruction as well, and will afford the teacher great help in the difficult work committed to her.

In the selection of books of higher grade, the end kept in view was not only familiarization with words already learned, and increase of vocabulary, but it was kept prominently in mind to strengthen school work in all other departments of effort, and, what is more important, to establish a correct taste for reading.

For pupils doing third reader work and upward, a very wide range of excellent books, books written by those whom we regard as masters, are to be found in all departments of literature.

In the selection of these it was remembered that these books were to reflect, as far as possible, the best characteristics of style and thought. The tendency is to provide for children books too simple and too childish. To the child should be presented books toward which and not away from which he shall grow. Nevertheless, they should be adapted to his age and maturity, and should be marked by simplicity and written with animation, lest the child weary of them and cease to read.

They should come within the range of rather easy reading. They should be selected not only to afford instruction, but to inspire, to inculcate lofty sentiments, resolution, courage, kindness, patriotism, etc.

In selecting books for children, it is to be remembered that human life presents many sides to the world and men may become fanatical in many directions. If history is valuable so is poetry, science, and fiction. What is true of a child is eminently true of a school.

To specify more particularly the lines on which purchases should be made, and these should be followed through all grades, we present the following :

1. Books to supplement school work. By this is meant books bearing upon the special work of the different common school branches. These we are compelled to teach and should teach well. Pupils need to supplement their work, and to have the material at hand is a matter of great moment. In this department I may make special reference to Geography and Arithmetic. Books bearing directly on work in Geography, and especially books of travel, comprehend much of the best child's literature. No department of school reading should be encouraged more thoroughly than this. I refer to arithmetic in order to quote approvingly from Mr. Seaver's report of 1883, to the Boston School Committee. Speaking of certain results obtained from a test of primary schools in Arithmetic, the results of which were not very satisfactory, he says: "The power to read understandingly is something that too much pains cannot be taken to cultivate. The need of it is felt in the arithmetic and algebra classes all the way from the primary to the high school. Most of the difficulties and failures come from a habit of reading without understanding. The conditions of the problems are not comprehended, because the language is not thoroughly understood. Now, it seems to me the best way to be rid of this evil is not to let it get a foothold. From the very beginning it should be insisted on that what is read be fully understood. For this particular purpose I know of no better *reading-book than a primary arithmetic*, well filled with simple practical examples. These the children should not study but simply read and solve at sight."

2. Books on history. With books on history I group books on biography as being the truest history. So much has been written in these two lines, and so much effort has been expended, for the express purpose of meeting the wants of the schools, that one can with difficulty go astray. These are referred to especially, because while other books yield knowledge or cultivate the sensibilities or the imagination, these yield that highest product of all reading, lofty ideals, ideals made powerful in influence by means of their embodiment in living forms.

3. Books on natural history. Reference is here made to that great department of literature especially for children which bears upon the characteristics and habits of the lower living creatures. The science of zoology is one thing, but the story of these multiplied forms of creation which fill the air with song, or sparkle in the sunlight, or become gorgeous with color in the light of day, or haunt the forests with their presence, or cut the waters of river and of sea, have always been fascinating to children properly trained.

At the same time, besides creating interest and enlarging knowledge with respect to these, selections should be made with a view of training children to see. There is an infinite distance between possessing the ability of John Burroughs to see things as they are and the knowledge he possesses. Thoreau, Audubon, Lubbock, and old Gilbert White of blessed memory, are great naturalists because they can observe closely and can discriminate.

4. Elementary Science. By these, such books are meant as lead to a practical knowledge of and acquaintanceship with the forces and forms around us.

In the public school only an elementary knowledge can at best be had. But botany, chemistry, astronomy, physics, geology, physiology, may all be taught, by these silent teachers of men, good books, if only we shall have trained our pupils into a loving companionship with them.

5. The last division I would make and the one on which I would be inclined, almost, to place chiefest stress, is what I may call pure literature. I would sub-divide this as follows:

(a) Imaginative tales. Under this head I would group those works of imagination so dear to the children, so indispensable to their happiness, as Robinson Crusoe, Swiss Family Robinson, Gulliver's Travels, Æsop's Fables, Cinderella, Greek and Roman Mythology, etc.

(b.) Fiction. Closely allied but differing in essential respects, I would introduce some fiction, not only because of the necessity from the nature of children, but as well to indicate to them what fiction is most valuable. I may observe that I would limit this somewhat. But the Leather Stocking Tales of Cooper, and the Historical Tales of Scott, etc., are too good to be allowed to rest forever on the shelves, simply because we have refused to embrace the opportunity of introducing them to the children, who will, indeed, otherwise read novels in an extremely indiscriminating manner.

(c.) Poetry. I contend that no habit is of greater value than that of reading choice poems. But the taste for poetry must be cultivated. The child whose early training has been such that in manhood or womanhood he turns to Homer, Aeschylus, Milton, Dante, Tennyson, Goethe, Longfellow, Whittier, or indeed to any of those poets whom the world has judged worthy of the laurel, has reason to be grateful, even though long division was very hard and fractions barely mastered. I have said nothing of books of devotion or religious books because it is a question to what extent they may be introduced into the school library. Pilgrim's Progress is always in order for a child of mine. So are Dean Stanley's Sermons to Children, Hughes' Manliness of Christ, and any books whose tendency is

to soften the nature of childhood, and cultivate a gentle simplicity of manner.

In the selection of books for schools care should be taken to cultivate a symmetrical growth. We do not want all history, all science, all poetry. What we want is that our children shall become intelligent, earnest, faithful, courageous, inquisitive in the higher sense of this term, endowed with a certain noble restlessness which is content with nothing less than the best, and yet tender, sympathetic, sincere, humble. I know not how this may be brought to pass more surely than by guiding them to places where such qualities may be found, and knowledge may be gained. To this end books have been made. The effects of their reading being spiritual, we may not discern results as clearly as we would. But it is sure that one good book, carefully read by an earnest child, performs a blessed work, seen by some eye if not by ours.

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## A SCHOOL BOY'S HONOR.

BY LEILA ADA THOMAS.

The virtues of children are of three sorts: the hereditary, the absorbed, the inculcated. With the first the teacher has nothing to do; here the ancestor alone has sway. In the second and third is the instructor deeply interested. He finds his pupils so many sponges for the most part, which soak up anything that happens to be near—dirty water or clean, blue or black. How profoundly does it concern him that the liquid of his character be pure, untainted; that he have no small (or large) vices, no ill-bred habits, no melancholy conceptions of life, no low ideals, that he be, in short, perfect man.

With the absorbed virtues I mean to include the imitated. The boy or girl naturally tries to make himself what he admires. This is the conscious absorption. The unconscious, going on ceaselessly, without, perhaps, the slightest volition on the part of either teacher or pupil, is the most wonderful and the most powerful in its effect on character. Put a low-voiced, gentle woman in charge of a set of girls, and soon you will find that their voices are getting toned down. Give a rough coarse man to a roomful of boys, and in a few weeks they will lose something from the fineness of their manners. Not one will acknowledge that he has deliberately copied the vulgarity of his teacher, still less that he admires vulgarity. He has simply soaked it up, that is all.

Now it is supposable that a sponge will absorb light and delicate substances more quickly than those that are heavy and dense. Hence, what a child most speedily gets from his teacher are the slighter virtues, the "minor morals," as Emerson calls manners, and such sweet and fine products as a sense of honor, that last distillation of the liquid, truth.

If a boy have no honor, there is something wrong; first with his blood; next with his teachers in the past—he should have absorbed gentle manhood from them if he did not have it in him;—lastly, perhaps in you, his present master. Do you treat him with the honor which you expect from him? Are you punctual in your engagements with him, scrupulous as to his private property, as far above eaves-dropping and spying as you wish him to be? Do you regard any underhand ways of obtaining information as to his movements with abhorrence? If not, perhaps *you* are to blame for your school boy's defective sense of honor.

I have to thank an early teacher of my own for some salvation from the sneaking faults of the profession. She helped me not by precept but by example—bad example. She had a fashion of creeping about the halls of the boarding-school on slippers that made no sound. How the girls hated this habit of hers and almost hated her! Some quite did it, I fear.

A curiously intangible thing is this same sense of honor. It is something like what has been asserted of a fairy—that it is a creature visible only to those who have faith in its existence.

A P—— student once told me that during his college career many of the boys took peculiar and elaborate pains to cheat while examinations were in progress in the class-rooms of those professors who watched the lads as if they were pickpockets; whereas the one professor who refused to do this was the only one in whose room there was no cheating; the students would not tolerate it and would have made things "hot" for the fellow who tried it.

If you let your scholars understand that you do not hope for honorable conduct from them you will be gratified by its absence. If, on the other hand, you are a man or a woman of honor, and set up a standard of honorable action in the school-room, your pupils will cheerfully flock around it. There will be laggards here and there. There are alway such in a battle. But most will fight, and fight splendidly. My brave little soldiers! Have I not known you to strike temptation dead many and many a time, and shall I not believe in you and all your kind? I can see the clear honest eyes yet, that looked up to me from the pages of a clean Latin book, not a forbidden

mark in it from end to end. "Of course I did not write in it, Miss——. You told us not to." And again I hear a gentle voice urging, "You have marked my work too high on the board; I made a mistake which you did not notice," though the confession cost the speaker ten percent, maybe, from the day's record. These two girls, the brightest and the dullest of their respective classes, with many years between their appearances on the school stage, have had scores of companions in honor.

But you will say with dissent in your voice, "These are girls, and your subject is *"School-boy Honor!"* I meant the term to be generic. Nevertheless I accept a distinction and make my assertion afresh of both sexes. It was a boy, I remember, who told me that scholars were talking outside the window which was just back of his seat, and that he could hear what they were saying about the examination list. He didn't put up his hand to attract my attention, either; *he got up and walked toward me and away from temptation.* Believe in your boys as well as your girls, and insist on honor from both. You will not find the former as impressionable as the latter. They are more likely to have their own code. But you can bring them around to yours if you are wisely persistent and once convinced that a course of action is mean, they are even more resolute than girls in forsaking it.

If the sense of honor is less keen in boys—and I am not prepared to make this concession—I believe it is largely owing to the fact that less is expected of them. A man laughs when he hears that his son has figured in a midnight raid upon a melon patch or apple orchard. Would he laugh if he heard that his daughter had been stealing the fruit or flowers of a neighbor? Deterioration must ensue where, in one family say, it is taken for granted that the sister is more pure-minded, clean-tongued and truthful than the brother and always will be. Why? The Christian religion, which has ruled our portion of the world for centuries, does not require one sort of morality of the man and another of the woman. The Mohammedan expects less, not more, of the weaker sex.

The teacher often experiences bitter disappointment over an apparent failure in honor which is really nothing of the kind. The child has been, in his action, not dishonorable but ignorant. Take this matter of writing out translation between the lines of a text-book. You are deeply indignant when you find it has been going on in your class. Have you ever told the pupils not to do it? or explained to them just why and how such a practice is mischievous, often fatal, to scholarship? Also, how it is unfair to others, misleading the

teacher, and robbing fellow pupils of credit which is justly **their due**? If you have done this, if you have assured them by the **most forcible** words at your command that such practices are those **neither of a gentleman nor of a Christian**; and if after *that* the boys **yield to temptation**, you have a right to scorch them with your **displeasure**. Yet even then do not despair. Your tempted lad, weak, **despicable** though he appears in your eyes, may be really gaining a little in **moral strength**, and the power to resist may exhibit itself with some **subsequent teacher** or in some other field outside of school.

In every schoolroom there are certain situations in which a **pupil** must be trusted and others in which he must be watched. Just **where** to draw the line between these is a nice question in educational **ethics**. I do not plead for the abolition of surveillance, but for its **reduction** to a minimum; also for surveillance upon a proper basis. In a **private** school where adult and child walk the flowery or thorny paths of knowledge together for years, there ought to be very little **watching** and a great deal of trusting, especially in the later stages of instruction. In a graded public school there are difficulties inherent in the **case**. The child, when he reaches you, is the moral and mental school product of the five, eight or ten teachers who have preceded you. If these have been high minded and conscientious, so much the **better** for the pupil and for you; if not, so much the worse. You must deal warily with your boy or girl until you "get your bearings," as the sailors say. It would not be showing the wisdom of the serpent to throw entirely on his honor a boy of ungentle blood who had been watched every minute in the schoolroom for ten years. He probably has no honor. *You* must break up the ground, sow the seed, shelter the tender plant, water it, only, alas, to see it pulled up by the roots at the end of the year and transplanted, possibly into stony ground, and left to die from cold or drought. That is one of the heart-breaking things about teaching in a graded school. Ah, well, it is God's plant after all, not yours. He will see to it.

Not only the child's power of resistance must be considered, but the force of the temptation which assails him. Remember that a dwarf to you is a giant to him. Your reprimand may embitter his sweet day. Failure to pass a certain examination may mean to him that he must run, for weeks, the gauntlet of the sneers and flings of his elders at home. (I have known a good girl to be cut to the heart by the reproaches of well-meaning relatives, upon her failure to obtain a certain grade in an examination; though they knew and she knew that she was in delicate health and had done her best.) One little forbidden word in his Cæsar would save him from reprimand. One

### *A School Boy's Honor.*

glance on his neighbor's paper would enable him to pass the examination (or so he thinks). You have trusted to his honor and it is too weak to stand such a strain. Perhaps your own principle would have given way had it been similarly tried. Would it not have been better to have watched him a little—to have braced him with your presence and a steady glance or two? I am not sure. But when I think what I might become were I under no eyes of criticism or restraint except the Invisible One's, I am prepared to be lenient to my small companion in arms, who does not carry his weapons as yet with a steady hand; while I show my displeasure, at the same time to tell him in the words of a French officer "the battle is completely lost, but it is only four o'clock and there is time enough to gain another;" and to characterize as *heroic* the *successful* resistance which goes on in many a school-room unnoticed and unapplauded.

Such watching as is found necessary should be put upon the ground of assistance to the child in his efforts to control himself, and should be so explained to him: "I believe in you; I think you want to be good and honest; but you are young and liable to forget or to do what you will be sorry for afterward. Therefore I stay with you and watch you that I may help you to be your best self."

Even this species of surveillance, I should, as I said before, reduce to a minimum. If one teaches in a graded school, where one's work is more or less entangled in that of others, one must comply with custom to a certain degree. I have watched scholars closely during an examination many a time, when, had I been alone in the school, I should have placed them on their honor. Probably, in every case there were some who were unworthy of such trust and who would have cheated had they had the chance. But I believe that the majority would have been found faithful and would have been the better for such a course. It is the good of the greatest number that ought to weight the scale where there is any uncertainty as to one's course, and one may doubt whether one has any right to injure the character of thirty morally strong children for the sake of five morally weak ones.

In calculating the pupils' power of resistance we often assume a culture of the higher nature which does not exist. Children's training in this day and generation includes too little direct moral instruction. The home shifts the responsibility to the Sunday School, and both condemn the day school for what it leaves undone; whereas in all three there are sad short coming's in this respect. Parents and teachers alike leave children too much to their own devices, and take for granted their growing up to be good men and women. Your boy learns golden texts and studies dislocated fragments of Bible history,

jumping violently from the Old Testament to the New in the process. But who warns him against the constant temptation, in his own simple lad's life, to lie and steal, to use coarse language, to be selfish, to be cruel? Who points out to him the result of these sins if indulged in, their effect upon character, his own and others? Vague and impersonal denunciation of sin there is, doubtless, but are not many of these children in the middle and upper classes of society growing up to feel that sin, not theological but actual and practical, has nothing to do with them nor they with it? Do not they share the belief which evidently existed in the mind of a small boy of my acquaintance, who asked about the thieves in the city jail as if he thought them some strange sort of wild animal? Why, every public school boy is tempted to be a thief every day of his life! Is it any the less stealing because what he takes is *credit* from a fellow-pupil, instead of apples or dimes? You are inclined to be merciful to the street Arab, who pockets the fruit from a convenient stand, because you say he has never been taught. Why not be merciful to his richly dressed brother, because he has never been taught at home or in Sunday school that it is wrong to copy another boy's problems and hand them in as his own; or, still finer distinction, that it is wrong to let another boy have his problems to copy. Untaught and ignorant concerning things of vital importance, he goes through his school life and enters his business career. Happy is it for him, if through absorption, for he has had little or no direct instruction on such points, he has achieved graces enough to form a moral code for himself, when he arrives at years of discretion, and to stand by it. Too often, alas, does temptation find such a one armorless and weaponless, and defalcation ensues or business failure, where every moral obligation is trampled under foot!

*Cujus Culpa?*

*Dayton, Ohio.*

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## READING LESSONS.

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We find in *The Teacher* (New York) a report of some reading lessons given in the Cook County Normal School, under the direction of Col. Parker, which seem worth reproducing for the readers of the MONTHLY.

### READING LESSON FROM BOOK.

A reading lesson, with Miss Thomas and her class, assumes the form of a conversation, in which the teacher continually asks questions which can be answered only from the printed page expresses such

emotions as the answers are calculated to excite, and asks more questions.

"Well!" she was in the act of exclaiming as the visitor entered, "I wonder if Benny was cross any more after *that*. Was he?"

The pupils found out whether he was or not by reading the next sentence, and the one who first looked knowing was the one called upon to tell.

It is "tell," not "read"; not "read the sentence," but "tell me what happened next"; and when expressiveness is lacking, "tell that as though you meant it."

The pupils in Col. Parker's school read the first half of all first readers before they take anything beyond that grade in books. By the group system of hearing recitations, not so many books of one kind are needed to supply a class; and the children are not compelled to read and re-read the same lessons.

The class here referred to ended their reading exercise by reading from the board the two problems which were to afford busy work for them during the next few minutes; they were:

I. How many inch squares can be cut from an oblong 6 inches long and 4 inches wide?

II. Draw a twig with six pairs of buds and another with eight alternate buds. How many buds on both twigs?

READING LESSON FOR FIRST YEAR PUPILS, GIVEN BY MISS MARY KELEHER. OBJECT: PRACTICE IN READING.

PLAN: Continue our series on leaves; provide the varieties of leaves we are to talk about; conduct the lesson as a conversation, a selected part of the talking to be done with the chalk (indicated by italics).

PRINCIPLE: The shortest line of resistance.

INCIDENTAL: Silently emphasize certain points in form; encourage the diffident to express.

#### LESSON.

*Find* (What has the chalk said so far, children?) *a lilac leaf*. (Who can do what I have said with the chalk? The chalk shall tell who is to do it—) *Lily*. (Who is to do it? What is she to do? Grace, tell Lily with your voice just what I told her with the chalk. Now Lily may do it.)

*Did Lily find a lilac leaf?* (Who will ask that question? What is it you don't know, Willie? That word is *did*. Wait till Grace is ready. Eddie may ask it. I am going to answer that question.)

*Yes, she did find a lilac leaf*. (Point to any word you don't know. That is *did*. Now who is ready?)

*Grace, please find a lilac leaf.* (Who is to do something for us this time? What is she to do? Lily, tell Grace what the chalk says. Grace may go and do it.)

*Grace found a lilac leaf.* (What have I said now? Is it true? Who wants to say it?)

Who wants to put a little cross by some word that they know? What is your word, Willie? Who else?—etc. Now I will put a little cross near a word. What is my word, Grace?—etc.)

Look quickly, before I erase. (Erasing.) What word was it, Eddie? Now you will have to look at this whole story, because I am going to erase it all. Who is ready to have me rub it out? There it goes? Grace, what was it?—etc.

*Please find a* (pausing, while the children's eyes rested for a moment on the article) *n oak leaf, Grace.* (Who'll tell this little girl what to do? Eddie may tell. Grace may do it.")

*Did Grace find an oak leaf, Lily?* (When you are ready to ask that question you may turn right to the little girl and ask it. Willie may. Whom are you going to ask, Willie? Turn right toward her then.)

*Yes, she found an oak leaf.* (That word is *found*, Grace. Instead of saying *did find*, this time, I thought I would say *found*. Who's ready? Lily.)

Now, these stories are going. Tell me what they are first. Who's ready with this one? Off it goes! Eddie, what was it? Some one may ask the second one before I erase it. Willie.—etc.

The other day Grace did this—*found an oak leaf*. What did she do, Lily?

And some one else—*found a lilac leaf*. What did that child do, Eddie? Who did it? I will put her name right in its place, here, in the story. Now, who will tell it all?

And that day some one—*found a maple leaf*. It was this child. I will put his name here, right before what he did.—*Willie*. Who is ready to tell that?

#### ANOTHER LESSON.

This lesson, given on the same day to another division of the class, will serve to show how one general plan may be simplified for the younger pupils and enriched for those of stronger growth.

*Who can find a maple leaf?* (Josie says she can. That word is *Who*, May. Well, Edith may ask my question for me. Josie may find one.)

*Did Josie find the right leaf?* (What! all ready? Harry may ask this one.)

*I think she did. Don't you?* (*Don't, Harry—think, Edith. May, aren't you ready yet? Josie may read.*)

*Yes, I think she did, too.* (May.)

*What do you think, Edith?* (Point to any word you don't know. That word is *what*. All ready? Turn to the little girl when you ask her the question. Harry. Edith, answer Harry, so that I may know *what* to say about you.)

*Edith thinks she did.* (Josie.)

*Who can find a lilac leaf?* (What, Harry, have you forgotten again? That word is *who*. May may ask this question.)

*Edith may find one.* (Harry, what does the chalk tell Edith to do? Edith, you may do it.)

*Edith thinks this is one.* (Josie.)

*Tell something about this leaf.* (That word is *something about*, Josie. Who is ready? May. That is for you *all* to do. You may tell me in whispers and I will put the prettiest story on the board.)

*This leaf has veins.* (Whose story is that? Yes, Josie, it is yours. Harry may tell it out loud for you. Here is another child's story.)

*This leaf has a short apex,* (and I am going to put my story with it) *and a short stem.* (The one who gave me the first part of the story may read it all as soon as she is ready. Yes, May.)

*What color is the blade?* (Harry.)

*The blade is green.* (Edith.)

The reading of this lesson was the most natural ever listened to during the reporter's entire school experience, as pupil and teacher.

#### ANOTHER LESSON.

The following lesson was given to the younger division:

*Who* (Who knows what this word is? No, here is *What*. See if you know the whole story) *can find a lilac leaf?* (Oh, you all know! May may read. That is just what it says. What is the first word? Well, who *can* find a lilac leaf? Albert may.)

*See Albert's lilac leaf.* (Lily may read.)

*It has a short stem.* (This other Lily may have that one. Don't know the last word? That is *stem*. Read a little louder, dear. I can't hear you very well. Not quite right. This word isn't *little*, though it means little. Can't think of it? Who will tell her? Grace. Now, try again, Lily. I wonder if Lily could say that to me so that I could hear it if I stood over here. Let us see. Now, Lily, make me hear very plainly. That's nice. I heard every word.)

*It has a green blade.*—Willie.—

*Do you see the blade?*—Grace.—

*It is a large blade.*—Albert. Ah! I've found a boy who doesn't look very closely. This word *means* big, but here is the word *that says* big. Do you know, Albert? Very well, but I shall let some one else have the story now. May.—

Now you shall have one more chance at the stories before I erase them. Who wants the first one?—etc.

*Who can find a*—looking around to see if the minds of all were in a receptive attitude toward the modification of the article before a vowel, then adding—*n oak leaf?*

This is teaching the subconsciousness. The time will come for the little pupils when the euphonic law here involved will steal unawares into the broad light of consciousness and take its firm place in the organic growth of knowledge. To force it there prematurely would be to throw the pupil into the confusion of trying to remember something not yet quite distinct enough for remembrance; to weaken, by this distraction, for the time being, the power of mental assimilation in all directions; and to weaken the growth of the very thought forced, by pushing it into a wrong place in the organism. In other words, when the student "sees for himself" he *sees*, and the teacher's duty just here is merely to give him an opportunity of seeing.

The other sentences of the lesson were:

*I think Willie can.*

*Yes, Willie can find an oak leaf.*

The law of repetition with progression is well illustrated in these lessons.

## INTEMPERANCE, PROFANITY, TOBACCO.

[The impression may prevail among the younger members of our profession that the present crusade against intoxicants and narcotics is something wholly new, originating with the West. We are happy to inform them that the Ohio Teachers' Association was engaged in this crusade more than thirty years ago, and to lay before them the evidence, as follows, found on page 109, vol. VI, of this magazine. The report elicited great applause and the resolutions were unanimously adopted.—ED.]

At a meeting of the Ohio State Teachers' Association, held at Columbus, Dec. 27th, 1856, a Committee, consisting of the Hon. Horace Mann, H. H. Barney, Esq., Prof. Marsh, Prof. Young and G. E. Howe, Esq., was appointed to recommend some action respecting the use of intoxicating liquors, profane swearing and tobacco, in the schools and colleges of the State.

The Committee afterwards submitted the following

## REPORT AND RESOLUTIONS:

Within the crowded hours of the Association, it is impossible for your Committee to make an extended Report. Nor is it necessary for them to do so. On the first point, particularly,—that of using intoxicating liquors,—what occasion have they to dwell? It is not any far-off calamity,—removed to the other side of the globe or hidden in the recesses of antiquity,—escaping assault and over-tasking description; but it is among us and of us, a present, embodied, demoniac reality, smiting as no pestilence ever smote and torturing as fire cannot torture, destroying alike both body and soul. It invades all ranks and conditions of men, and its retinue consists of every form of human misery. In all the land, there is scarcely a family, there is not one social circle, from which it has not snatched a victim; alas, from many, how many! No other vice marshals and heralds such hosts to perdition. It besieges and makes captive the representatives of the people in legislative halls, and there gets its plans organized into law, where, first and chiefest, they should be annihilated; it usurps the bench, and there, under the guise of the sacred ermine, it suborns the judiciary to deny the eternal maxims and verities of jurisprudence and ethics, and to hold those prohibitions to be unconstitutional and invasive of natural rights, which only conflict with their own artificial constitution and acquired daily habits; and it ascends the sacred altar, and when the ambassador of God should speak like one of the prophets of old or like an inspired apostle, against drunkenness and drunkards, it lays the finger of one hand upon his lips, with the other it points to some wealthy, somnolent inebriate below, and the ambassador forgets his embassy and is silent. No other vice known upon earth has such potency to turn heavenly blessings into hellish ruins. It is no extravagance to say that the sum-total of prudence, of wisdom, of comfort, of exemplary conduct and of virtue, would have been, today, seven-fold what they are, throughout the world, but for the existence of intoxicating beverages among men; and that the sum-total of poverty, of wretchedness, of crime and of sorrow, would not be one-tenth part, to-day, what they now are, but for the same prolific, ever flowing, overflowing fountain of evil. Youth, health, strength, beauty, talent, genius and all the susceptibilities of virtue in the human heart, alike perish before it. Its history is a vast record, which, like the roll seen in the vision of the prophet, is written within and without, full of lamentation and mourning and woe.

No one can deny that Intemperance carries ruin everywhere. It reduces the fertile farm to barrenness. It suspends industry in the shop of the mechanic. It banishes skill from the cunning hand of the

artisan and artist. It dashes to pieces the locomotive of the engineer. It sinks the ship of the mariner. It spreads sudden night over the solar splendors of genius, at its full-orbed meridian glory. But nowhere is it so ruinous, so direful, so eliminating and expulsive of all good, so expletive and redundant of all evil, as in the school and the college, as upon the person and character of the student himself. Creator of Evil, Destroyer of Good! Among youth, it invests its votaries with the fulness of both prerogatives, and sends them out on the career of life, to suffer where they should have rejoiced; to curse where they should have blessed.

Nor do the Committee feel called upon to make any extended remarks upon the vice of using profane language. It is an offence emphatically without temptation and without reward. It helps not to feed a man, nor to clothe him, nor to shelter him. It is not wit, it is not music, it is not eloquence, it is not poetry; but of each of these, it is the opposite. Let a man swear ever so laboriously all his life; will it add a feather to the softness of his dying bed; will it give one solace to the recollections of his dying hour? No! but even the most reckless man will acknowledge that it will add bitterness and anguish unspeakable. Were profanity as poisonous to the tongue as it is to the soul, did it blacken and deform the lips as it does the character, what a ghastly spectacle would a profane man exhibit! Yet to the eye of purity and innocence, to the moral vision of every sensible and right-minded man, lips, tongue and heart of every profane swearer do look ghastly and deformed as disease and impiety can make them. How must they look to the Infinite Purity of God!

What an ungrateful, unmanly and ignoble requital do we make to God, who gave us these marvellous powers of speech wherewith to honor and adore, when we pervert the self-same powers to dishonor and blaspheme the name of the Giver! Perhaps the most beautiful and effective compliment any where to be found in the whole circle of ancient or modern literature, is that which was paid by Cicero to the poet Archias, in the exordium of the celebrated defence which he made on the trial of that client. In brief paraphrase, as cited from recollection, it was something like this: If, says he, there is in me any talent; if I have any faculty or power of eloquence; if I have made ought of proficiency in those liberal and scholarly studies which at all times of my life have been so grateful to me, this Archias, my client, has a right to the command of them all; for he it was who taught them to me; he first inspired me with the ambition of being an advocate, and he imbued me with whatever gifts of oratory I may possess. It is his right, then, to command the tribute of my services.

If the great Cicero, standing in the presence of all the dignitaries of Rome, felt bound to acknowledge his obligations to the man who had instructed his youth and helped to adorn the riper periods of his life, only in a single department, how much more imperative the obligation upon every ingenuous and noble soul to praise and honor that Great Being who has endowed us with all we possess, and made possible whatever we can rightfully hope for.

There are certain situations where none but the lowest and most scandalous of men ever suffer themselves to swear. Amongst all people claiming any semblance to decent behavior, the presence of ladies or the presence of clergymen bans profanity. How distorted and abnormal is that state of mind, in which the presence of man can suppress a criminal oath, but not the omnipresence of God! A Christian should be afraid to swear; a gentleman should be ashamed to. Every pupil, as he approaches the captivating confines of manhood, should propose to himself as a distinct object to be a gentleman, as much as to be a learned man; otherwise he is unworthy the sacred prerogatives of learning.

Your Committee has but brief space and time for the consideration of the remaining topic.

Among the reasons against the use of tobacco, they submit the following:

1. Tobacco is highly injurious to health, being pronounced by all physiologists and toxicologists to be among the most active and virulent of vegetable poisons. That consumers of tobacco sometimes live many years does not disprove the strength of its poison, but only proves the strength of the constitution that resists it; and that strength, instead of being wasted in resisting the poison, might be expended in making the life of its possessor longer and more useful.
2. It is very expensive. The average cost of supplying a tobacco user for life would be sufficient to purchase a good farm, or to build a beautiful and commodious house, or to buy a fine library of books. Which course of life best comports with the dignity of a rational being; to puff and spit this value away, or to change it into garden and cultivated fields, into a nice dwelling, or into the embalmed and glorified forms of genius? What a difference it would make to the United States and to the world, if the four hundred thousand acres, now planted with tobacco within their limits, were planted to corn or wheat.
3. Tobacco users bequeath weakened brains, irritable nerves and other forms of physical degeneracy to their children. The factitious pleasures of the parent inflict real pains upon his offspring. The

indulgences of the one must be atoned for by the sufferings of the other; the innocent expiating the offenses of the guilty. Nor, in regard to these personal and hereditary injuries to the mind, would the Committee stand merely upon the principle laid down by the physician, who, when asked if tobacco injured the brain, replied promptly in the negative; for, said he, people who have brains never touch it.

4. Tobacco users are always filthy, and we read of an infinitely desirable kingdom into which no unclean thing can ever enter.

5. Tobacco users are always unjust toward others. They pollute the atmosphere which other men desire to breathe and have a right to breathe in its purity. A smoker or chewer may have a right to a limited circle of the atmosphere around his own person, but he has no right to stench the air for a rod around him and half a mile behind him. He has no right to attempt a geographical reproduction of river and lake by the artificial pools and streams he makes in steamboat and car.

6. A tobacco user is the common enemy of decency and good taste. His mouth and teeth which should be the cleanest, he makes the foulest part of him. When one sees a plug of nasty, coarse, liver-colored tobacco, he pities the mouth it is destined to enter; but when one sees the mouth he pities the tobacco.

7. The old monks used to prove the pollutions of tobacco from Scripture; for, said they, it is that which cometh out of the mouth that defileth a man.

8. It has been argued that the adaptation of means to ends which characterizes all the works of creation, intimates that snuff should never be taken; for had such been the design of nature, the nose would have been turned the other end up.

9. It may be fairly claimed that if nature had ever designed that man should chew or smoke or snuff, she would have provided some place where the disgusting process could be performed systematically, and with appropriate accompaniments; but no such place or accompaniments have ever yet been discovered. Tobacco is unfit for the parlor; for that is the resort of ladies, and should therefore be free from inspissated saliva and putrefied odors. It is not befitting the dining-room, where its effluvia may be absorbed or its excretions be mingled with viand and beverage. Still less does it befit the kitchen, where those culinary processes are performed which give savor and flavor to all the preparations that grace the generous board. It should not be carried into the stable, for that is the residence of *neat* cattle. And the occupants of the sty itself would indignantly quit their premises, should one more lost to decency than themselves, come to

besume or bespatter or besnuff them. There is no spot or place among animals or men which the common users of tobacco would not sink to a lower defædation.

10. Swiftly tending to destruction as is the use of intoxicating beverages; vulgar, ungentlemanly, and sinful as are all the varieties of profanity; unjust and unclean as are the effusions and exhalations of tobacco, yet their separate and distinctive evils are aggravated tenfold when combined and co-operating. How abhorrent to the senses and the heart of a pure upright man, is the wretch who abandons himself to them all. Physiology teaches us that as soon as alcohol is taken into the stomach, nature plies all her enginery to expel the invader of her peace. She does not wait to digest it and pass it away, as is done with the other contents of the stomach; but she opens all her doors and summons all her forces to banish it from the realm. She expels it through the lungs, through the mouth and nose, through the eyes even, and through the seven million pores of the skin. So let tobacco be taken into the mouth or drawn up, water-spout fashion, into the nose, and firemen never worked more vehemently at a fire, nor soldiers fought more desperately in a battle, than every muscle and membrane, every gland and emunctory, now struggles to wash away the impurity. Every organ, maxillary, lingual, labial, nasal, even the lachrymal, pour out their detergent fluids to sweep the nuisance away. Not a fibre or cellule, not a pore or sluiceway, but battles as for life to extrude the foul and fetid intruder. Hence expectoration, salivation, the anile tears of the drunkard and the idiot drool of the tobacco user,—all attest the desperation of the efforts which nature is making to defecate herself of the impurity. When people first begin to drink or chew or smoke, outraged nature, as we all know, often goes into spasms and convulsions through the vehemence of her conflict for escape. Finally, she succumbs, and all that constitutes the life of a man dies before death.

The Apostle enjoins his disciples to keep their bodies pure *as a Temple of the Holy Ghost*. But in such a body, what spot is there, what space so large as a mathematical point, which the Holy Ghost, descending from the purity and sanctity of heaven, could abide in for a moment? Surely, when a man reaches the natural consummation to which these habits legitimately tend, when his whole commerce with the world consists in his pouring alcohol in and pouring the impieties of profanity and vileness out,—gurgitation and re-gurgitation, the systole and diastole of his being,—he presents a spectacle not to be paralleled in the Brute's kingdom or in the Devil's kingdom; on the earth or "elsewhere."

Your committee submit the following Resolutions:

*Resolved*, That school examiners ought never, under any, circumstances, to give a certificate of qualification to teach school to any person who habitually uses any kind of intoxicating liquors; and that school officers, when other things are equal, should systematically give the preference to the total abstinent candidate.

*Resolved*, That all school teachers should use their utmost influence to suppress the kindred ungentlemanly and foul-mouthed vices of uttering profane language and using tobacco.

On behalf of the Committee,

HORACE MANN.

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### CIVICS IN PUBLIC SCHOOLS.

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Report of a committee appointed by the North Eastern Ohio Teacher's Association, consisting of E. F. Moulton, of Cleveland, F. Truedley, of Youngstown, and Geo. H. White, of Overlin. The report was received by the Association and the Committee was continued to carry into effect its own recommendations.

That a government of the people, "for the people and by the people," can only be perpetuated by the education of all its youth is evident. That this education should be largely in the direction of preparing these youth for the duties of citizenship naturally follows. That no child should grow to manhood or womanhood without this education, the free public school has been established. It is supported by the state and its mission is to make honest and intelligent citizens. This end can only be accomplished by thorough and systematic instruction in civics.

With this in view your committee would report in favor of introducing a line of instruction in the public schools which shall inspire a love of country and its institutions in the heart of every American child, and at the same time impart such information concerning public affairs as shall best fit him for all the duties that shall devolve upon him as a citizen.

In the light of a somewhat limited investigation of the subject, and of our knowledge of the practical operations of school work, we believe there is a growing demand for definite instruction in civics in the various departments of our public schools.

The end to be kept in view in this instruction should be two-fold: 1st, A competent knowledge of the structure of national, state and local governments; and 2nd, an appreciation of the worth and dignity of citizenship in this country.

Under the first head should be given—beginning with our local forms of government—a clear, systematic and classified statement of municipal, township and county governments in their general features—extending this to the state and national governments. This knowledge should be so imparted that pupils become familiar with the different officers of their own city, county and state; their titles, duties, relations and fitness. In time they should possess similar knowledge of the national government. At first this should be given in outline only.

Under the second head, the Constitution of the United States, Washington's Address, Ordinance of "87," origin and use of parties, origin and significance of the ballot, meaning and use of our flag, why we celebrate the Fourth of July, etc., should be discussed. In connection with this, and for the purpose of producing a noble and patriotic attitude of mind toward our government, some work should be done in the biography of eminent statesmen, distinguished generals and other prominent men.

As to the method of doing the work, we would say,—

1. It must be chiefly oral, except when it can be introduced as reading matter. This instruction might begin in the lowest grades and continue through all the grades of the Grammar and High Schools. Incidents in local history should be related to the younger children—where the first house in the town or city stood, who lived in it, and who dwelt in the land before the white settlers came, etc. More definite oral instruction could be given in the grammar grades. The science of government, either with text-book or by lectures, could be introduced in the High School. We think it would be entirely feasible to arrange a graded series of questions and of work to be carried through all grades, especially if charts could be prepared to accompany the work. And we are of the opinion that if this Association would appoint a committee to prepare a set of charts, together with a syllabus of work in this special line, a decided good would be accomplished. We believe the work thus outlined in civics might be so blended with the instruction given in Reading, Geography, History and other branches, that but a small portion, if any, extra time would be needed. In fact, in our opinion it would add materially to the interest of the other branches.

2. Reading. We think it would be feasible to accompany this work in the higher grades with special effort to direct the minds of the children to good books. The pupils in the grammar grades could read with profit Giffin's *Civics for Young Americans*, Dawe's *How we are Governed*, and Nordhoff's *Politics for Young Americans*,

Old South Leaflets, if they can be secured, could be read and studied as supplementary reading. The pupils in the High School could read advanced books in the same line. Chapin's *Elementary Political Economy* might supplement the science of government. City, county and state histories should form a part of the reading course for all grades. In pursuance of this thought, we would suggest that the committee alluded to above prepare an accompanying course of reading suited to the children of the different grades.

3. **Rhetorical Exercises.** The rhetorical work of the more advanced pupils might be utilized in this direction, subjects being assigned by teachers.

4. **Lectures.** Each community might, with little effort, organize a course of lectures for the children and teachers of the public schools, on general questions of interest in the line of civics. These lectures or talks could be given by the lawyers, ministers, business men, farmers and teachers. This could be done without expense.

We would suggest the following topics for this series of talks or lectures :

Colonial History, The War of the Revolution, From the Revolution to the Civil War, Slavery, The Constitution, The Civil War, Since the Civil War, The Nation's Greatness, Ohio's History, Local History, Municipal Forms of Government, Forms of Government—County, State and National, Political Parties—their Use and Abuse, The Ordinance of "87," Protection and Free Trade.

5. **School Exercises.** Interest and enthusiasm might be aroused by the observance of certain days, such as Washington's Day, Lincoln's Day, Grant's Day, Garfield's Day. These exercises should be placed entirely in the hands of the pupils and every pupil be required to take part. The rooms should be decorated with flags, pictures, etc., suggesting the special thought of the occasion. Patriotic addresses, poems, etc., should be learned and recited. Short quotations appropriate to the day should be given by every child connected with the schools, and patriotic songs should be sung by the pupils. These exercises should not be of too frequent occurrence. Once or twice in the term would be sufficient. This kind of work would add interest and value to the regular work of the schools. Whatever is done, that it may be done efficiently and with good results, should be reduced to tangible and definite form.

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## A TEST IN GEOGRAPHY.

The following questions were recently submitted by Dr. White to the pupils of the A grade (8th school year) of the Cincinnati Schools, not as promotion questions, but as suggestive teaching tests. Some of the readers of the MONTHLY may like to submit them to their advanced classes in geography.

1. Why is it warmer at noon than at 9 o'clock A. M.?
2. Why is it warmer in Ohio in July than in January?
3. In what month is the sun nearest the zenith at noon in Cincinnati? Farthest from the zenith? (2) What is the difference in degrees between the highest and lowest altitude of the sun here at noon?
4. Is the sun at this time (November) going from or approaching the zenith? When will there be a change? When the next change?
5. Why is the Torrid zone warmer than the Temperate zones? The Temperate zones than the Frigid zones?
6. If you lived at the equator would the sun ever be directly over your head at noon? If so, when?
7. In how many and what months is the sun at the equator north of the zenith at noon? South of the zenith at noon? What is true of the movement of vertical rays of the sun in the Torrid zone?
8. Are the rays of the sun ever vertical at the Tropic of Cancer? If so, when? North of the Tropic of Cancer? At the Tropic of Capricorn?
9. If you lived at Quito (on the equator) in what direction would your shadow fall at noon in July? in January?
10. In what month are the shadows of vertical objects at Cincinnati longest at noon? In what month shortest? Why?
11. When does the sun rise exactly in the east? (2) In what months does it rise north of east? South of east? (3) When does it rise farthest north of east at the equator? How many degrees?
12. When the rays of the sun are vertical at the Tropic of Cancer which zone has no day? Which no night?
13. Which pole of the earth is now in continual darkness? Which will be next April? Why the change?
14. How many times in the year and when are the days and nights equal? (2) Is this true in all parts of the earth? (3) On what line are the rays of the sun vertical when the days and nights are equal?
15. In what month will the days at Cincinnati be the longest? The shortest? Will this also be true in all parts of the North Temperate Zone?

16. Which has the longer day in summer, Cincinnati or New Orleans? Cincinnati or Chicago? Quito or Quebec?

17. Which has the longest days in July, the Torrid zone or the North Temperate zone? The North Temperate zone or the North Frigid zone?

18. How many and what seasons has the Torrid zone? Are the seasons the same on both sides of the equator at the same time? Why?

19. How many and what seasons have the Temperate zones? The Frigid zones? Why?

20. When it is summer in Ohio what is the season of the year in Chili? Why?

## A FIRST LESSON IN INTEREST.

BY E. R. S.

When I was taught *Interest* nothing was done without the old formulæ made up of the various combinations of the letters *P*, *I*, *R* and *T*. This old-fashioned method had its advantages; so had the spinning-wheel and the stage-coach.

Monday morning. I like to begin a new subject on Monday. It seems to me that my boys expect something fresh and new on the first day of the week. Our mental arithmetic exercise was more than usually interesting this morning, and the boys were all alert for the lesson on *Interest* promised last Friday.

Each boy had paper and pencil. I began by asking them to write the names of three things which were often *rented* or *hired*. This done, I asked Robert Watt to read the first name he had written. He read *house*. I proceeded with a few oral questions and drew from the boys the fact that an ordinary house in our town would rent for about twelve dollars a month. I wrote on the blackboard as follows:

*Use of* HOUSE costs \$12 for One Month.

*The* MONEY paid for the USE OF HOUSE is called RENT.

I asked how much *rent* would be paid for six months, for one year, for two years, for half a month, etc. I now asked Haro'd Ball to read one name which he had written. He read *horse*. I again proceeded with some oral questions, and drew from the boys several points about horses, the livery business, etc., and the cost of a horse and carriage for one day. I then wrote on the blackboard as follows:

*Use of* HORSE costs \$3 for One Day.

*The* MONEY paid for the USE OF HORSE is called LIVERY HIRE.

I proceeded with my questioning and found that Charle Smith had written *farm*; Oscar Winters had written *store*, and so on. Willie Harris, apparently knowing what was coming, had written *money* as one of the three things often rented or hired. Charlie Smith thought that money wasn't *rented*, but *borrowed*. I explained to him that the *house* and *horse* were also *borrowed*; that if we *borrow* something and do not pay for the *use of it* we simply *borrow* it, but if we do pay for the *use of it* we *rent* or *hire* it. After some further discussion of the subject, I proceeded to find out what it would cost to borrow a *hundred dollars* for a year, and wrote on the blackboard the following:

*Use of ONE HUNDRED DOLLARS costs \$6 for One Year.*

*The MONEY paid for the USE OF MONEY is called INTEREST.*

I then asked at what *rate* the *House* was hired, and got the answer, \$12 a month. And the *Horse*, \$3 a day. And the *Hundred Dollars*, \$6 a year. I explained that houses were usually *rated* at a certain price *per month*; horses at a certain price per day; but MONEY, nearly always at a price per year for \$100. I then gave the following example, writing it on the blackboard:

Find the cost (interest) of \$300 for three years at a rate of \$7 a year for \$100.

Nearly every boy in the room secured the correct answer, \$63. I explained that the rate per year for \$100 was called the *rate per cent*. I asked Will Brown to explain what was meant by *per centum*. With a little help he got out the reply, *for one hundred*. Then *rate per cent*. meant *rate for one hundred*. \$7 *per cent*. meant \$7 *for one hundred*, and was usually written 7 percent, or 7%. Five examples, nearly all of which were correctly worked, closed our first lesson in INTEREST.—*Popular Educator*.

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## NOTES AND QUERIES.

### IS LIKE A PREPOSITION?

The question is asked, Is "like" a preposition? Most of our older grammars gave the rule that "after like or unlike the preposition to or unto is usually understood." A few grammarians have also decided that in such sentences as "He is like me," where the preposition under the older usage is said to be understood, "like" is a preposition. We doubt if this decision is acceptable. Some authors on grammar claim that "like" is an adjective always in sentences like the following: "He is like his brother," "He runs like a deer," "He drives like Jehu." This is, we think, not a correct position. In the last two sentences it is claimed also by others that "like" is incorrectly used

for "as." Let us review briefly the different points. In the first rule, "After like or unlike the preposition to or unto is usually understood," the difficulty presents itself in deciding as to when the preposition is understood and when not. No one can tell by the rule, and it is therefore worthless. We see no necessity for calling "like" a preposition, and really from the fact that "like" can be compared, as can also "near," which is used under similar circumstances, it evidently cannot be a preposition, and must be assigned either to the division of adjectives or to that of adverbs. We may say "James is like his father, but John is more like him," and in either case "like" is certainly an adjective.

The next position, that like where used in such sentences as "He runs like a deer" is an adjective, is wrong, for the reason that such a comparison must be between objects only. When it becomes a comparison between actions "like" becomes an adverb, or more properly a conjunctive adverb.

To say that "like" when used as an adverb is incorrectly used for "as" is to assume that the grammarian makes rules, or has a right to make them, instead of simply formulating the usage of the best writers. Take the following sentences :

"The Assyrian came down like a wolf on the fold."—*Byron*.

"Satan goeth about like a roaring lion, seeking whom he may devour."—*Bible*.

"Sail like my pinnacle on these golden shores."—*Shakespeare*.

"I have ventured

Like little wanton boys that swim on bladders,  
This many years in a sea of glory."

—*Shakespeare*.

"And, like a passing thought she fled  
In light away."—*Burns*.

"But who can paint like nature ?"—*Thomson*.

None of these sentences has ever been deemed incorrect. Indeed, to substitute "as" for "like" in most of them would change their meaning entirely. They are but a half dozen of a thousand that might be selected from the best English authors, and every sentence of the thousand correct. Since they in every case compare actions, the word "like" in none of them can be an adjective. There is but one other part of speech that is used in comparison; that is the adverb, and "like" in these six sentences is in every case a conjunctive adverb introducing a subordinate clause.

A simple way of determining the force of like is to determine whether it compares objects or actions; if the former it is a predicate

adjective in the kind of sentences quoted ; if it compares actions, it is a conjunctive adverb.

A second way of determining is the following : If the verb preceding like is a neuter verb or its equivalent, the word "like" is an adjective followed by the objective case ; as in the sentences,

"He is like (unto) me."

"He looks like (unto) his father."

If the verb preceding "like" expresses definite action, the word "like" in the sentence is a conjunctive adverb, and is followed by the nominative case, as in sentences like the following :

"He runs like a deer (runs)."

"He drives like Jehu (drives)."

"The Assyrian came down like a wolf (comes down) on the fold."

In the former sentences it will be noted that objects alone are compared, "he" and "me," "he" and "father ;" while in the latter sentences, where "like" is an adverb, actions are compared, as the running of a person with the running of a deer, or the driving of a person with the driving of Jehu. The distinction between the adjective use of "like" and its adverbial use is clear, and ought at all times to be clearly observed."—*Educational News*.

#### A CRITICISM.

The writer has so often seen in the MONTHLY such a flagrant misuse of pronouns that he thinks it is now time to rise and protest.

All authors on English grammar with whom I am acquainted say that since the English language is destitute of a pronoun of the 3rd person, singular number, and common gender, we should use the masculine forms *he*, *his*, *him*, etc., as including both the masculine and feminine genders. Thus Harvey says : "A thorough scholar studies *his* lessons carefully." Then why should we not say, "A good teacher knows *his* business?"

But as an example of the misuse to which I refer and one which I think is in direct opposition to all good authority, Miss Sutherland, in the last paragraph of her article in the MONTHLY for November, 1888, page 595, says : "*her* mind and heart, and *her* knowledge," etc. This should have been *his* mind and heart, *his* knowledge. Probably, this misuse of these pronouns finds its authority in the fact that there are almost twice as many lady teachers in Ohio schools as gentlemen, but authorities on English grammar do not state that the gender of the pronoun in such cases depends upon the gender of the majority. Then let us invariably use the masculine forms for these cases.

New Harrisburg, Ohio.

A. M. BOWER.

## THAT TIRED SUPERINTENDENT.

DEAR MONTHLY:—I sat down, on your last arrival, to read and study the "Ohio idea" of education. I did very well until I reached the wail of an overworked brother in some distant city. I am disposed to sympathize with the weary. My friend, you are bilious. Don't eat so much butter and meat. Use more fruit. It will cool your blood. You are too sympathetic, and your tender feelings master your strength. You are working on the great personal responsibility plan. You are trying to be a father to all those children, and at the same time take 240 teachers under your paternal wing. This is enough to slay any man. Stop it quickly. Lay a whole lot of responsibility on the school board. If they select new and inexperienced teachers every year and expect you to do the teaching, lay your burden at the foot of that cross and let it lie there. Do not assume it in the least.

Go out and fight somebody; if you only jaw your wife, that is if you dare, you will feel 99¾ percent better.

When the sympathetic nature becomes overwrought, it develops a species of hysterics that is very annoying. A fight would be good for you, even if you "got licked." I do not approve of bad words, but you should either take a vacation or swear a little—a few easy words; but be careful; indulgence leads to vice.

Keep in mind that when we "Shuffle off this mortal coil," this nasty old world will revolve as though we had never been, while some one may stick a pin to show where we lie. Epitaph:

Here lies A. B.,  
Tired and lain down to rest,  
An honest man, and a faithful public servant.  
So he was born and so he died.  
"*Requiescat in pace.*"

Steelton, Pa.

GEO. H. IMES.

WHO IS GEO. LIPPARD?

Answer to W. W. Weaver's query, page 582.

Geo. Lippard, author, born near Yellow Springs, Pa., 10th April, 1822; died in Philadelphia, 9th February, 1854. He began to study law at 15 years of age, but was never admitted to the bar. His sensational novels evince vigor and imagination, but have few other recommendations. He founded the Brotherhood of the Union, a secret charitable and benevolent institution, and wrote for it a ritual. Previous to the Civil War this order was one of the strongest in the country. Lippard is described as a brilliant but erratic genius. He was passionately fond of country life, and, living with an aunt near

Germantown, he roamed along the banks of the romantic Wissahickon and wrote much about it. With a strange fancy, he was married at sunrise on the banks of this stream. His romances include "The Ladye Annabel," "The Belle of Prairie Eden," etc. etc.

Quoted from Appleton's Cyclo. of Amer. Biog.  
*Greenville, Pa.* J. E. MORRIS.

#### MANAGEMENT OF READING CLASSES.

The blackboard, some interesting primary reading cards, and perhaps a primer or First Reader, with some energy on the part of the teacher, are the main requisites for the first two or three terms. (The last named requisite need not be dispensed with at any stage of progress.)

When the pupil is far enough advanced to enter the Second Reader, the reading work may be supplemented as follows: Choose pretty and instructive sketches and stories from papers, and, dividing them into convenient paragraphs, paste them on slips of pasteboard, and number them, "1," "2," "3," etc. Pass them around among the members of your class and require each one to study his card thoroughly. When your class is called, you may say "Number One." Number one walks out to the front of the room, and, taking the correct position, reads his card, while his classmates listen, and watch him. When he has finished his reading, he drops his hand and card by his side, and each member of the class is at liberty to ask him a question, or criticise his attitude, tone, pronunciation, and general performance. I know of no other way by which to make reading so interesting, in a country school. The plan is not wholly original with myself, but was largely suggested by some reading cards, used by Dr. B. A. Hinsdale in his lectures on reading, at Hiram, last winter.

My fellow country teachers, try the plan with your advanced classes, and you will not find the reading department so discouraging as it sometimes is, where there are only a few moments to devote to each class. Combine your Fourth, Fifth and Sixth Reader classes in this way and have an hour to devote to your reading exercise.

*Aurora, Ohio.*

MRS. E. R. PLUM.

#### PHYSIOLOGY AND HYGIENE.

Does the new law *compel* the *teaching* of physiology and hygiene in the schools after January 1, 1889, or does it simply *compel* the examination of teachers in this branch and leave the teaching of it to the option of teachers or school board? This suggests another question also: Does the law *compel* the teaching of any certain branch, as arithmetic, or does it simply provide that certain studies shall be common school branches, which *may* be taught, and the schools be legally

carried on, even though some of these branches are not taught in them?

J. C. M.

*Germantown, Ohio.*

> Section 4020, Ohio Statutes, makes it obligatory upon each board of education to determine the studies to be pursued and the text-books to be used in the schools under its control. But a special act of the Legislature, passed April 11, 1888, requires that from and after January 1, 1889, the nature of alcoholic drinks and narcotics, and their effects on the human system *in connection with the subjects of physiology and hygiene*, shall be included in the branches to be regularly taught in the common schools of the State. Boards of education are required to make provision for this instruction, and superintendents, principals and teachers are required to give it, under pain of dismissal.

Teachers are not required to be examined as to the nature and effects of alcohol and narcotics until after January 1, 1890, and then only those who otherwise require new certificates. But an amendment to Section 4074 requires every teacher to hold a certificate of qualification to teach *physiology and hygiene*, from and after January 1, 1889. The language of the amendment, taken in connection with the remainder of the section, seems to imply that even special teachers of penmanship, drawing, music, etc., must have *physiology and hygiene* included in their certificates.—Ed.

#### QUERIES ANSWERED.

George L. Bemis, Clyde, O., thinks the answer to Q. 8, p. 492, as given on page 582, is incorrect, and gives a different answer. He divides what the firm is worth at the end of the year *pro rata*, regardless of the sum each partner had remaining in the business at that time, instead of giving to each what remained of his money after deducting his share of the loss. We think a second look at the problem will convince Mr. Bemis that he is in error.—Ed.

Q. 1, p. 586.—A child may be well prepared to gain information from a properly arranged text-book in the fourth school year. But there is no danger of carrying oral instruction too far. The words of the living, thinking, feeling teacher are more impressive than lifeless books. Each has its province. Oral instruction gains attention, produces animation, arouses interest; the use of books (besides being auxiliary to learning reading and writing) alone makes advancement after school years possible. The former should often introduce, always supplement the latter.

LOUISE JOHN.

*Delphos, Ohio.*

Q. 2, p. 586.—After the pupil has finished reading. Because otherwise the pupil's attention would be diverted from the thought to the mere words.

W. D. DRAKE.

*Eagle Grove, Iowa.*

To the same effect, J. S. and A. B. F.

That depends upon conditions. If your school is large or time limited, make corrections as soon as mistakes have been made. This plan has one disadvantage. The nervous child will be always expect-

ing to be tripped up, and it begets a halting, diffident way of reading. Corrections made after the child has finished are often time wasted. The child who makes mistakes is usually too slow to grasp the corrections and profit by them, unless there is time to have him make the corrections himself, and perhaps afterwards re-read the sentence or paragraph entirely. This is by far the better plan when circumstances permit.

LOUISE JOHN.

*Delphos, O.*

It is better for teachers to wait until the conclusion of a paragraph before making corrections, and then to hear criticisms from the class before advancing their own. But if the same mistake, such as mispronouncing the words *the* or *a* by sounding the vowel long, is oft repeated, it is well to criticise at once. Teachers know well how common a special error sometimes becomes, and it often grows necessary to make the same correction a number of times. In this case it is probably well to make the correction at once.

E. K. A.

It is sometimes best to make no corrections, but fix the entire attention upon the thought and the proper expression of the thought. At other times it may be best for the teacher to correct mispronunciations, and the like, instantly, in a single word, having it understood that the pupil is to repeat the word correctly and go right on. In many schools, much time is consumed to little purpose, by the trifling criticisms of pupils on each other.—Ed.

Q. 3, p. 586.—It is no more unprofessional for an institute instructor to make application to an institute committee for employment, than for a teacher to make application for a school.

W. D. DRAKE.

This leaves the question unanswered. How unprofessional is it for a teacher to make application for a school? Is there any more propriety in either than in a physician making direct application for a patient, a lawyer petitioning for a client, or a clergyman for a pastorate?—Ed.

Q. 4, p. 586.—Historians do not entirely agree as to "those few battles of which a contrary event would have essentially varied the drama of the world in all its subsequent scenes." Some name seventeen, but Creasy, who is excellent authority, enumerates the following fifteen:

(1). The Battle of Marathon, 490 B. C.; (2). Defeat of the Athenians at Syracuse, 413 B. C.; (3). The Battle of Arbela, 331 B. C.; (4). The Battle of the Metaurus, 207 B. C.; (5). Victory of Arminius over the Roman Legions under Varus, 9 A. D.; (6). The Battle of Chalons, 451 A. D.; (7). The Battle of Tours, 732 A. D.; (8). The Battle of Hastings, 1066 A. D.; (9). Joan of Arc's Victory over the English at Orleans, 1429 A. D.; (10). Defeat of the Spanish Armada, 1588 A. D.; (11). The Battle of Blenheim, 1704 A. D.; (12). The Battle of Pultowa, 1709 A. D.; (13). Victory of the Americans

over Burgoyne at Saratoga, 1777 A. D.; (14). The Battle of Valmy, 1792 A. D.; (15). The Battle of Waterloo, 1815 A. D.

BOLA.

Same answer by A. W. BREYLEY, GEORGE W. GRISSINGER, IONA STREET and J. S.

Q. 5, p. 586.—*Shall* in the first person and *will* in the second and third are indicative. GEORGE W. GRISSINGER.

So says A. B. F. A. W. BREYLEY says the mode is potential. W. D. DRAKE says authorities differ, but he prefers the indicative.

Q. 6, p. 586.—“I do not know who is in the garden.” “Who” is a pronoun, interrogative, indirect; gender and person indeterminate, singular number, nom. case, subject of *is*. GRACE W—.

To the same effect JENNIE C. BOWER, GEO. W. GRISSINGER, W. D. DRAKE and J. S.

Q. 7, p. 586.—The expressed situation does not show an error when we know the method of counting among the Greeks to have been such that they always counted the year of celebration a second time when reckoning upon the following Olympiad. This method was common among the Greeks even as late as the Christian Era, Cf. duration of Christ's entombment. E. K. A.

*Belle Centre, O.*

BOLA's answer agrees with the above.

Q. 8, p. 586.—Florida was discovered by Ponce de Leon on Easter Sunday, March 27, 1512. JENNIE C. BOWER.

*New Harrisburg, Ohio.*

Same answer by BOLA, A. B. F., J. S., and A. W. BREYLEY.

Some answers received could not be used because they were written on both sides of the paper, others because they came too late.—ED.

#### QUERIES.

1. What is the exact boundary line between Ohio and West Virginia? Is it north bank, south bank or middle of the river? F. M. S.

2. What is meant by “sun fast” and “sun slow?” T. J. T.

3. In speaking of a teacher, is it good grammar to use the pronouns she, hers, her? A. W. B.

4. What is the best method of teaching addition and subtraction to beginners? J. S.

5. Do citizens of England vote? If so, for what officers? E. K. A.

6. What is the most stable form of government in the world at the present time? E. K. A.

7. Are there, properly speaking, any possessive pronouns? G. W. G.

8. When it is Monday noon at Pekin, longitude  $116^{\circ} 26'$  E., what is the hour and day of the week at Honolulu, longitude  $157^{\circ} 52'$  W.? MAGGIE LEWIS.

9. What is the length of the minute hand of a clock, whose extreme point moves 13 inches in 12 minutes? R. A.

10. The side of a square is 20 feet. What is the side of the greatest equilateral triangle, having one vertex in an angle of the square and its other two vertices in the sides of the square? B. D.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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A good many subscriptions expire with this number. We hope all will renew promptly, before their names are stricken from the list. New names have been coming in, since our last issue, in gratifying numbers, and we hope the good work will go on without abatement.

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A correspondent asks us to cite authority from the statute for the employment of janitors in district schools.

Section 4017 authorizes the board of education of *each district* to appoint a superintendent, teachers, *janitors*, and other employees, and fix their salaries or pay.

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The premiums offered for largest lists of subscribers, up to November 1, have been awarded and forwarded—the first to B. F. Hoover, of Medina Co; the second to E. E. Richards, of Highland County; and the third to G. W. Brumbaugh, of Montgomery County.

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The friends of township school organization should not forget that the Albaugh bill, which passed the House last winter, will be put upon its passage in the Senate this winter. The teachers in each senatorial district should see that their senator is right on the question.

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### OHIO TEACHERS' BUREAU.

The suggestion has come from many quarters that a teachers' employment bureau in connection with the MONTHLY would be convenient and helpful to the teachers of the State. The difficulties attending the undertaking have hitherto turned the scales against it, whenever it has come up for consideration. But finding ourselves already engaged in the business in a quiet way, we have concluded that we may as well do it in a business way.

We make no large promises, but shall do what we can to meet the wants of those wishing to employ teachers, and at the same time to promote the interests of worthy teachers. There will be no charge to those seeking teachers. Those desiring employment will be charged a fee of *one dollar* to meet the expense of registration, correspondence, etc., and further terms will be made known on application. Friends in all parts of the State will confer a favor by reporting vacancies as they hear of them.

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## COMMISSIONER HANCOCK.

Governor Foraker has appointed Dr. John Hancock, of Chillicothe, State School Commissioner, to fill the unexpired term of Dr. Tappan, deceased. No more fitting appointment could have been made. Dr. Hancock is eminently qualified for the duties of the position, and his eminent and life-long services in the cause of education fully entitle him to whatever honor may attach to the office. Fears were entertained, for a time, that political considerations would control the appointment; but it is gratifying to know that wiser counsels prevailed.

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The proposed primary department of the MONTHLY meets with unexpected favor. The expressions of approval are hearty and unanimous. Our arrangements are nearly completed, and we think the expectations of our readers will be fully realized. We are permitted to announce the following list of contributors:

Mrs. Carrie Newhall Lathrop, Principal of the Cincinnati Normal School.

Miss Ellen G. Reveley, Principal of the Cleveland Normal School.

Miss Marie Jacque, Institute Instructor and principal of one of the Dayton schools.

Miss E. E. Taylor, Institute Instructor and Supervisor of Primary Instruction, Bellaire, Ohio.

Miss Mary Sinclair, Institute Instructor and Primary Teacher, Leetonia, O.

In addition, we have the promise of help from several other experienced primary teachers, whose names we are not authorized to announce as regular contributors. And we invite any and all the readers of the MONTHLY who have any thoughts or experiences they think may be helpful to their fellow teachers, to let their light shine through these pages. The younger teachers who have difficulties they do not know how to meet are also invited to ask through these pages for the help they need. The business of the MONTHLY is to give to its readers all the light and help it can. If you do not see in it what you want, ask for it and your request will at least receive respectful consideration.

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The *Educational Journal of Virginia* comes at us with a club in this fashion: "The alumni address of Judge Swan, published in our July number, has attracted considerable attention, and has received the compliment of a republication of many paragraphs in several of our exchanges..... The OHIO EDUCATIONAL MONTHLY makes a liberal extract, covering three pages, embracing that portion of the address which discusses the 'delights of teaching.' But so far as the readers of that journal know, the article appears for the first time in its pages."

Don't use your shillalah quite so freely, Brother Fox, until you are sure the head you're hitting deserves it. The MONTHLY is scrupulously careful to give credit where credit is due. In the case in question, full credit was given to the original source. These words stand prominent at the head of the extract referred to, as it appeared in our October number: "From an Address before the Alumni of Richmond College, by Judge Swan, of Fincastle, Va."

Had the extract been found in an article written for the *Journal*, due credit would have been given accordingly; or even if it had been found in the *Journal's* report or synopsis of the address. (See *Report of a Lecture by Dr. Hinsdale, on Narrowness and Breadth in Teaching*, credited to the *School Moderator*, in same issue of the MONTHLY.) In short, we found the address as second-hand matter in the *Journal*, and made extracts from it, giving the same credit attached to it where we found it. This is the whole of our offending.

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DR. ELI T. TAPPAN.

The following tribute to the memory of Dr. Eli T. Tappan was unanimously adopted by the North Eastern Ohio Teachers' Association, at a meeting held at Akron, October 27th, 1888:

*Whereas*, We have received the sad intelligence of the death of Dr. Eli T. Tappan, State Commissioner of Common Schools of Ohio, and whereas we desire to express our appreciation of his distinguished services as an educator and his worth as a man, therefore,

*Resolved*, That in the death of Dr. Tappan the school system of Ohio has lost one who held its interest second to those of no other cause.

*Resolved*, That he was a man of unwearied industry, a scholar of high attainments, a teacher of rare skill, a citizen loyal to every public interest, one whose wise council in educational matters the State and the Nation will miss, and a gentleman without spot or blemish.

*Resolved*, That we gratefully remember the varied and multiplied services of his busy life and the self sacrifice with which he always pursued his work for the public good.

*Resolved*, That we extend our heartfelt sympathies to his bereaved wife and children.

THOS. W. HARVEY,	} Com.
E. A. JONES,	
F. TREUDLEY,	
J. J. BURNS,	
MARGARET W. SUTHERLAND,	

CHAS. P. LYNCH, Secretary.

SAMUEL FINDLEY, President.

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MEMORIZING AND UNDERSTANDING.

A question which teachers often ask is "Should children ever memorize what they do not understand?" This is one of the great battle-grounds of pedagogy. The doctrine and practice of former times answered the question with a very decided affirmative. Within the memory of men still living, the work of the schools consisted largely in memorizing or "learning by heart" what was not understood. The writer has a very vivid recollection of his first lessons in Latin, which consisted solely of the memorizing of words as meaningless to him as choctaw. The first lesson was, *hic haec hoc, hujus hujus hujus, huic huic huic, hunc hanc hoc*, etc. This and the other paradigms were repeated *ad nauseam*, with the accompaniment of groans and tears, and recited to a college professor for weeks, before even two words were put together to express meaning. About the same time, the definitions, rules,

"systematic order of parsing," etc., of Kirkham's English Grammar, were "learned by heart" and recited; and these were almost as meaningless as the Latin paradigms. In arithmetic, "sums" were worked by rule, without explanation and in great measure without thought. But when the process of mental digestion did begin, there was a pretty good supply of material to work upon.

Such was once the all but universal practice. The alphabet and the multiplication table, and everything else for that matter, were learned by rote—purely a memoriter process. There was little cultivation of observation and less of reflection and understanding.

Religious instruction in the home was conducted in the same way. It consisted almost exclusively of the verbal memorizing and reciting of scripture passages and catechisms. If any ideas were lodged or thought started in the mind, it was incidental and not the result of purpose or plan in the teaching. Indeed, the most absurd ideas often resulted.

But a re-action came, and the opposite extreme has been reached in some quarters, as witness the following quotations from recent writers:

"The memory should never anticipate the intelligence."

"The pupil should commit nothing to his memory but what has passed through the understanding."

"No facts should be acquired by children unless the principles underlying them are first made clear—no words should be committed to their memories, nor even employed in their hearing, unless previously explained and thoroughly understood."

The absurdity of this last quotation is very apparent. To state it is to refute it. From earliest infancy words continually fall upon a child's ears as mere unmeaning sounds, which afterwards come to have meaning. In this way more than any other does a child acquire the use of language. It is true that the process of associating words with things goes on at the same time, and should do so, perhaps, more than it does; but it is as absurd to say that a child should never hear or utter words until they are thoroughly understood, as to say that a child should never see a horse until he knows all about a horse. As Dr. W. H. Payne puts it, "To say that we should memorize only what we understand is very much like saying that we should commit nothing to the stomach until it has been digested. We eat to the end that we may digest; and we must confide material to the retentive power of the mind in order that the intelligence may have something to work upon." It might be remarked here that there is a process of mastication which precedes the committing of food to the stomach, and perhaps there is a corresponding mental process which should precede the committing of mental aliment to the memory.

The whole truth in relation to this subject is not easily stated. It does not all lie at either extreme, nor yet at any one point between; but rather all the way along from one extreme to the other. Probably not a human mind exists that does not retain in memory much that it does not understand. All through life, we commit to the memory facts, and even principles, which to say the least are very imperfectly understood. As the pen is tracing these lines, a street car is passing along rapidly without any visible propelling power. I

have learned as a fact that it is propelled by electricity, and my memory holds that fact very securely, but there is very little about it that I understand. Faith accepts and memory retains truths of the highest importance which the highest human intelligence cannot understand. Trust and obedience to authority, without full understanding, are of the essence of that child-like spirit so highly commended by the Great Teacher. There is no time in life when there are not a good many things to be received purely upon authority.

In the early periods of life, memory, spontaneous and verbal memory, is at its best. It is at this time that Dr. Bain advises that "principles, maxims, theorems, formulas, definitions, which need to obtain a firm place in the memory, be given a little in advance of their being fully understood;" and that Dr. Noah Porter recommends the learning of "stories, verses, poems, facts, and dates, as freely and as accurately as the child's mind can be made to respond to such tasks." At a later period, all these acquisitions should be secured against loss by recasting in the mold of reflection and understanding.

It must not be inferred that there should be no exercise of the understanding in the early years. There are many things, in school and out, adapted to the childish understanding. The young mind's natural desire to know "the reason why" may often, but not always, be gratified. The intelligence should be awakened. The teacher's constant endeavor should be to lead his pupils to get the sense and to form the habit of looking for meaning. But when the most skilful teacher has done his utmost in this direction, there will still be time and place for laying by in store much material for future elaboration and use.

Nothing here said should be construed in opposition to the proper training of the child's observing powers and the cultivation of the intelligent use of language by objective teaching. This ought we to do and not to leave the other undone.

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### THE HIGH SCHOOL TEACHER.

At educational gatherings and in educational journals a great deal of space is devoted to the teacher of the ungraded school, and to the primary and grammar school teachers of graded schools, while a very limited attention is given to the high school teacher.

One reason for this is that the high school teachers do not bear a large proportion to the teachers of other grades; another reason is that not so many as should be are subscribers to educational journals; and with the exception of those high school teachers who discharge the office of superintendent as well as that of teacher, high school teachers are more conspicuous by their absence from teachers' associations than by their presence. This is not as it should be. It has been a conviction of mine ever since I have been especially interested in teachers of this class, that they owe it both to themselves and to their fellow-teachers to show more of the professional spirit.

Now what persons make up the bulk of the class of high school teachers?

First, there are those gentlemen who give half of their time to teaching in the high school and half of their time to supervision. I am disposed to think that in this division will be found some of our most earnest and ambitious

workers; and that from these workers will come some most valuable solutions of educational problems. The very fact that they are giving instruction to those who afford by their daily work the best opportunity for finding the strong and weak parts in the work of teachers of lower grades, is a strong incentive to giving the highest thought power to methods of teaching in general. These men are generally strong workers in educational associations in their own neighborhood, are beginning to be looked upon as most promising members of the State Association, are readers always, and often on the contributor's list, of educational journals. Many of them are college graduates. A great number of them are still earnest students. The only danger that I foresee for them is that of overwork, or a lowering of manhood's ideal to keep position or secure promotion.

Let us next consider for a moment the principals of high schools in our largest cities. Many of these are gentlemen of such culture that they command respect wherever they go. Not worried by the petty annoyances that claim so much time of supervisors, they often have more time for study. And although they receive pupils with some faults that have been intensified by some of the methods of teaching in vogue in many of our common schools, they, as a rule, receive pupils that have been trained to habits of punctuality and regularity, pupils who have become used to discipline, and pupils who have been taught to work. Some of the gentlemen of this class have the dignity that comes from feeling that the position which they hold is so honorable that they need not aspire to the superintendent's place. They are always expected at the State Association and are very frequently at the National. If I have any fault to find with them it is that they do not inspire their associate teachers towards professional improvement. There seems to be too much of the spirit, "These things are for the leaders and not for the rank and file even of high school teachers."

There is still another class of gentlemen connected with high school work,—those who hold the position of assistants. And from observation these seem to me so varied that it is hard to classify them except on the basis of the position held. Some are men who have devoted themselves to the study of some particular branch of science, of language, or of mathematics, until they have a knowledge of the subject equal to that of leading professors in colleges; and very often a much greater skill in presenting the subject to young people. Their very ability to do so makes it their duty to help high school teachers who have not had such advantages. But if they wish to have a commanding influence over the forming characters of the boys and girls under their care, they must not be simply specialists.

Again, in this class we find young college graduates who are teaching a while to make money to study law, medicine or theology. Sometimes they have an enthusiasm about them which has a strong influence in inciting their pupils to study. Others lack skill as instructors, knowing little about education as an art, even if they have a knowledge of the subjects to be taught. They are weak as disciplinarians and are the victims of many jokes, particularly from the merry young girls who enjoy nothing more than tormenting some young men.

A great many ladies are assistants in high schools. As a rule, they are as intelligent and refined a body of women as one meets anywhere. The salaries

they receive make it easier for them to devote time to reading and study, and to travel, than for their sister teachers. In the last few years, the query has often come into my mind whether any class of wage-workers spend as much money in traveling as these lady teachers in high schools. It is a pleasure to think how companionable many of them are. Indeed, not a few of the best conversationalists one meets, belong to this class. But the fact remains that they are not *all* good teachers; that there are many of them difficult to convince that they need improvement; and that, consequently, they avail themselves very little of opportunities for improvement as teachers. There is danger here from the fact that there is no place where the public and the superintendent may so long be blind to the weakness of a teacher. An assistant teacher is in a measure carried along by the principal and associate teachers; whereas if she has charge of a school and is entirely responsible for it, weakness or strength is more apparent. Every year, assistants' places are filled by college graduates. Sometimes these graduates have never been trained in the high school before going to college; often they have very little knowledge of graded schools even from thoughtful inspection of the same. They have never had the advantage of a good normal course; their colleges have had no chair of pedagogy connected with them. They know absolutely as little about true teaching as the pupils fresh from the high school. I think I should be nearer the mark if I were to say they do not know as much. Often, the only aid that the pupil gets from such teachers is the aid that comes from being required to prepare a certain amount of work by a certain time. Occasionally there is a feebleness even about this requirement. There is little skill shown by such teachers in questioning, and the lecture plan will not do for the pupils of the age of the high school pupils. Some of these teachers are faithful enough to prepare every lesson so that they know it; but in their preparation the thought does not come as often as it should, "How am I to teach it?" They do not read works on pedagogy because those works are devoted to primary instruction. Are they all? If so, will not high school teaching be better for an understanding of the mind of a child and of the nature of the training that mind must have to make it most productive? It is a positive fact that some of these teachers who are teaching for their first, second, or third year of school, work are not subscribers to any educational journal. Surely they would be ashamed to confess that they were unwilling to spend that much in improvement for the work of the profession which they have chosen, either temporarily or permanently, when it is truer that they cannot afford to do without it than that they cannot afford to pay for it. Perhaps the excuse is that one so painful to the ears of one interested in teaching as a profession, "There isn't anything in the papers for my particular work." In addition to the fact that scarcely an educational paper or magazine is published that does not have much in it that would be applicable to all teachers, there are journals that are devoted especially to high school and academy teachers.

The high school teachers have only to ask for a special place on the programs of existing societies to secure it. Or if that does not suit, why not form organizations of their own? I am seriously afraid that the difficulty is within themselves. The program of the last meeting of the North Eastern Ohio Teachers' Association was as specially adapted to them as if it had been prepared with that end in view. Some years ago there was a department for

high school teachers connected with the Ohio Teachers' Association. When I became a high school teacher and felt especially interested in it and inquired why it was not kept up, I was answered, "Simply because the high school teachers of the State did not take sufficient interest in it to keep it up."

Now, what can be done to arouse more professional enthusiasm among high school teachers? Not among the principals, for I have a pardonable pride in asserting that they, both gentlemen and ladies, are not lacking in this matter; but among the assistants, many of whom have finer opportunities for skilful work than the great majority of teachers, because they, having only classes to instruct and no other pupils to care for, ought to make every question and every remark made in the classroom very effective, and ought to accomplish a great deal of work in a given time. If there is no place in the county institute for such teachers,—not even that of helping to keep up the bond of union by a common interest in a common work,—ought there not to be "Round Tables" for high school teachers where there can be a free discussion of high school questions?

MARGARET W. SUTHERLAND.

## READING CIRCLE STUDIES.

### COMPAYRE'S LECTURES

#### CHAPTER V.—CULTURE OF THE ATTENTION.

The subject now before us is one with which the teacher is much concerned. The degree of attention he is able to secure is the measure of his success in his work.

87. The mind knowing itself—its own operations. Is consciousness a distinct faculty of the mind?

88. Gradual awakening of consciousness. Importance of unconscious impressions. Inward attention: outward reflection.

89. Is consciousness a matter of direct education? Its correspondence with general development of the faculties.

90. Attention a necessary condition of education. The habit of attention more important to the pupil than the theoretical knowledge of the conditions of attention.

91. Define attention. Examine the etymology of the word. Is it a distinct faculty? Difference between seeing and observing. Voluntary and involuntary attention.

92. Relation of attention to genius. Condition of attention in diseased states of the mind. Attention a necessary condition of intellectual attainment.

93. Distraction of a child's mind. Gradual growth of attention.

94. Attention at first involuntary and irreflective. Attention "indifferently accorded to everything" not properly attention.

95. Transition from involuntary to voluntary attention.

96. What a teacher may do to develop real attention. Need of constraint until the habit is formed.

97. Necessity of expedients and stimulants.

98. Young children incapable of protracted attention. Short lessons. Variety.

99. Why general truths, rules, etc., are not suited to young children. Exercise of the senses. Concrete and sensible objects of attention.
100. Outward manifestation of attention varies with age.
101. Acts of attention leading to bodily movements. To what extent may this be indulged?
102. Interest and pleasure as stimulants of attention. Should not be carried to the extreme of mere diversion. Attention should wait on the will, not merely on pleasurable emotion.
103. Curiosity the natural source of attention. Skill required in its management.
- 104 and 105. Effects of novelty and variety. Evil of monotony.
106. One thing at a time. The Esquimaux in London. Effect of excessive talk on the part of the teacher.
107. External conditions. Ask the question before naming the pupil who is to answer.
108. Evils of inattention. The best talent of little worth without the power of attention.
109. The cure of inattention. Chronic cases.
110. Reflex action of inattention on the moral conduct and life.

#### CHAPTER VI.—CULTURE OF MEMORY.

111. Great value of memory. Dangerous re-action from the excessive exercise of memory which prevailed in schools of the olden time—from all memorizing to no memorizing.
112. Activity of memory in early years. Age of greatest plasticity.
113. Curious fact that the mature man does not recall the events of first two or three years of his life. Why is this?
114. Peculiarities of child memory. Excellences and defects.
115. Two distinct aims in memory-culture—to form and to furnish.
116. Discuss Locke's view that memory does not require special cultivation.
117. Possibility of memory-culture. Contrast Locke and Jacotot. The true view.
118. The universal law of exercise. Applicable to memory?
119. The three-fold office of memory—to acquire, to retain, to reproduce. Not always co-existent in equal degree.
120. Quickness and slowness of apprehension. Treatment of a weak memory. Accord between the memory and the intelligence. Importance of arrangement—association of ideas.
121. Note the distinction between recollecting and remembering. Necessity of repetition. *Repetitio mater studiorum*. Clearness of impression and precision of expression go hand in hand. This is very important.
122. "Presence of mind" depends on which of the three functions of memory? Means of developing this.
123. Memory without judgment. Kant's rule, "Cultivate each faculty in view of the others."
- 124 and 125. "Learning by heart"—its proper place. Herbert Spencer's view. Compayre's criticism. State clearly the two extreme views. Find the golden mean.

126. The argument for and against verbal repetition. "To know by heart is not to know." "To know by heart the only means of knowing."

127. Mr. Fitch's rule. Give illustrations.

128. Value of memory gems. Value as training in language.

129. Evils of excess. Better ten lines well understood than a whole volume repeated by rote.

130. Should the memory ever anticipate the intelligence? See translators criticism of author's view, in appendix.

131. Blackie's summary of conditions of good memory. Add physical conditions.

132. Define Mnemonics. Distinction between natural and artificial mnemonics. Dangers of resorting to the latter.

133. Value of association. Why is teaching the best way of learning?

134. Plurality of memory. Should teachers encourage or oppose specialization of memory?

Readers desiring to pursue the subject further will find profitable reading in "How to Train the Memory," by Rev. R. H. Quick (E. L. Kellogg & Co., New York, 12 cents), and in Kay's "Memory—What it is and How to Improve it," just published by D. Appleton & Co., New York, \$1.50.

#### O. T. R. C. TREASURER'S REPORT.

FRIEND FINDLEY:—Please to acknowledge through the MONTHLY the receipt of the following sums for membership fees in the Reading Circle since my report of Oct. 19.

Oct.	23.—	Ida M. Brown, Sidney, Shelby Co.....	\$ .25
"	23.—	D. A. Sharp, Mt. Blanchard, Hancock Co....	.25
"	28.—	Sue McLaughlin, Columbus, Franklin Co.....	3.25
"	30.—	Antonie Mees, " " " ".....	3.25
"	31.—	George W. Welsh, Lancaster, Fairfield Co.....	4.50
"	31.—	Anna Sims, Columbus, Franklin Co.....	1.50
Nov.	1.—	Ida E. Marshall, " " " ".....	.75
"	6.—	Mrs. H. B. Graves, Linwood, Hamilton Co.....	.25
"	7.—	Aug. D. Seloy, Columbus, Franklin Co.....	3.00
"	8.—	Alice Goodale, " " " ".....	2.75
"	15.—	Belle Dobbie, " " " ".....	3.00
"	19.—	W. H. McArtor, Perryton, Licking Co.....	1.00

Total.....\$23 75

Respectfully submitted,

Nov. 19, 1888.

E. A. JONES, Treasurer.

#### EDUCATIONAL INTELLIGENCE.

—London has an association of schoolmistresses.

—Baldwin University is enjoying a prosperous year. There are thirteen students in the senior class.

—Thirty-six of the States and Territories now make temperance instruction in the public schools compulsory.

—A good program has been prepared for the annual meeting of the South-Eastern Ohio Teacher's Association at Gallipolis, Nov. 30 and Dec. 1.

—The London *Journal of Education* says that the art of speaking is cultivated much more assiduously in the United States than in England.

—The collection of fees in the elementary schools of Prussia has ceased. Since October 1, they are free. This was one of the last acts signed by the late emperor.

—A teachers' reading circle of 38 members has been organized at Gnadenhutten, Tuscarawas Co. Brother Mardis may be relied upon to keep things moving in his diocese.

—A meeting of the Ottawa County teachers' association was held at Oak Harbor, Nov. 16 and 17, with Supt.'s Beechy, Saddler, and Withey and Miss Mina Long on the program.

—The schools of Mt. Vernon, under the superintendence of J. A. Shawan, are making good progress. With an enrollment of 1070, there are 120 pupils in the high school.

—Oberlin College has agreed to receive without examination students of the Akron High School in such preparatory studies as Principal Rood shall certify that they have completed.

—Iowa teachers hold their thirty-third annual meeting at Des Moines, Dec. 26—29. Very full general and department programs have been prepared. J. L. Pickard, of Iowa City, is president.

—A meeting of the tri-county (Wayne, Ashland and Medina) teachers' association was held at West Salem, Nov. 16 and 17. Our reporter says the meeting was a good one, but we have no particulars.

—The schools of Newark, Ohio, are very prosperous under Supt. Hartzler's management. Three new school-houses were built the past summer. There are now forty-six schools and a corps of fifty-two teachers.

—The women teachers of Illinois held their first State convention at Bloomington, Nov. 22, 23, and 24. A slight admixture of the masculine element appeared in the program. Editor George P. Brown, of the Illinois School Journal, had a place.

—State Superintendent Sabin, of Iowa, has recently made the following ruling: "By universal consent, and certainly by the spirit of our school law, it is expected of teachers that they refrain from improper language, keep the Sabbath day with respect, and in every way avoid practices or company that are demoralizing in their tendencies."

—Out of 67 countries and states reported, education is compulsory in 46; and in all but eight of the 67, elementary education is gratuitous, Holland, Saxony, Hungary, and South Australia being among the exceptions. In most countries, religious instruction is given by the various church authorities; in a few cases, as in Prussia and Saxony, it is given by the teachers and is obligatory; in France, Holland, and the United States, no formal provision is made for religious instruction.

—Ohio is beginning to draw on Pennsylvania for Institute instructors. We are glad to see this. Pennsylvania has been drawing on Ohio for many years, utilizing the services of such men as Dr. White, Dr. Klemm, Dr. Mendenhall, Dr. Findley, and others, all of whom have done good work in Pennsylvania.

We therefore note with pleasure that the compliment has been returned by calling into service in Ohio among others Supt. McNeal, of Dauphin, and Deputy Superintendent Houck.—*Ed. News.*

—The Fulton County institute was held at Wauseon, the week beginning October 29 h. Drs. Mendenhall and Venable and Profs. Gassman, Dodds and Metzler gave instruction. The enrollment reached 115. Our information is to the effect that the institute was unusually successful. Next year's session will be held at Wauseon, the last week of October. Officers elected: *Pres.*, Mahlon Harmon; *Vice Pres.*, D. L. Miley; *Prof.* J. E. Dodds, Jerome Loveland; *Secretary*, Miss Georgia Altman; *Treasurer*, Miss Jessie DeMeritt; *Ex. Com.*, W. Ackerman, Miss Belle Bonar, Miss Mary Hallet.

—The Columbiana County institute, held at Salineville, the week beginning Oct. 29th, was not great in quantity but good in quality. Not quite a hundred teachers were in attendance. Prof. E. T. Nelson, Supt. C. C. Miller, Miss Mary Sinclair, and the writer were the instructors—too many by half. The first three did good work. The teachers in attendance gave good attention, and responded freely when called upon. The next session is to be held at New Lisbon. Officers elected: *Pres.*, G. F. Clement; *Vice Pres.*, J. C. Dähl; *Sec.*, Miss Mame Orr; *Ex. Com.*, W. H. Van Fossan, T. C. Roche, E. S. Kelly.

—At the beginning of the school year, Supt. Eversole, of Wooster, asked his corps of teachers whether they would be willing to provide themselves with Compyre's Lectures on Pedagogy and study a chapter for each of their fortnightly meetings. At the same time, he set forth the advantages of a systematic study of that excellent work. With true professional spirit, they all assented. The result is that his twenty-eight teachers are all enthusiastic students of pedagogy. They are so interested that they find an hour and a half, the allotted time, altogether too short for the discussion of a chapter.

Here is a suggestion for other superintendents. This plan provides regular, systematic work for teachers' meetings, and thereby adds to their interest and usefulness. It also encourages professional study, the great need of the teachers of this country. Let others try the Wooster idea.

—The regular bi-monthly meeting of the Scioto County teachers' association was held at Wheelersburg, Nov. 3. An interesting paper on "Physiology and Hygiene" elicited a good deal of earnest discussion. Methods of teaching the subject seemed to be uppermost in the minds of all, and all agreed that it should be taught by experiment as much as possible. Other topics of interest were discussed, among them "Manners in the School-room," "Language," "Reading," and "Enthusiasm." A committee consisting of Mr. A. Grady, Miss Blanche Williams, Miss Emily Ball, and Miss Ruby Andre, were appointed to correspond with leading teachers in adjoining counties with a view to the formation of a "Southern Ohio Organization." A Program was arranged and it was decided to hold the next meeting at Sciotoville, December 14 and 15, 1888.

GEO. W. RIGHTMIRE, Secretary.

—The Hamilton County teachers' association met at Hughes High School, Cincinnati, November 10. The question, What constitutes a thorough preparation for teaching, and will young men and women be adequately rewarded

for making such preparation? was discussed by A. B. Johnson, J. P. Cummins, C. S. Fay, E. W. Wilkinson and F. B. Dyer.

Dr. C. F. Locke gave a practical talk on Physical Education. Music was furnished by Miss Anna Baur and Rev. W. D. Holt.

An early session is always held, beginning at 9 o'clock, at which time Dr. E. E. White instructs county principals in the Cincinnati course of study and methods of teaching. Dr. White has regularly met these principals once a month for more than two years, and as a result the best methods of grading and teaching are now generally used throughout the county. J. L. T.

—Dr. E. E. Higbee, Superintendent of Instruction for the State of Pennsylvania, has recently given an opinion that is of general interest. He was waited upon by a committee representing a large public meeting of citizens of Pittsburgh, held to protest against the action of the School Board in leasing one of the public school buildings to a couple of Catholic priests for the use of a sectarian school. The committee asked of the State Superintendent an official construction of the statute governing school directors in the purchase, holding, and disposal of school property.

Dr. Higbee holds that school-houses are held in trust by Board's of Directors for the use of the public schools, for schools established and maintained by the public fund, under the authority of the constitution and laws, not for private or parochial schools, but for statutory schools. Beyond the limits of such trust, directors have no right to go. All diversion of school property to other uses not purely incidental is clearly unauthorized and illegal.

—The Highland County teachers' association held the opening session of its sixth year in the M. E. Church of New Petersburg, Saturday, Nov. 10. Notwithstanding the unfavorable weather, there were present a fair number of teachers for opening exercises. After song and prayer the president-elect, R. B. Barrett, delivered his inaugural address, thanking the Association for the honor conferred a second time, and giving a carefully prepared paper on teaching history.

Pres. Barrett then introduced Miss Alice Taggart who gave a very spirited and entertaining description of the State Teachers' Association in her "Breezes from Sandusky."

In the afternoon, "The Bright Side of Teaching" was given by Miss Laura McGarraugh, of the Greenfield High School. Prof. E. G. Smith, Principal of Hillsboro High School, then gave a very timely paper on "Physiology in the Common Schools."

After the usual vote of thanks and miscellaneous business the Association adjourned to meet at Hillsboro, Dec. 8. X.

—The Fall meeting of the N. E. O. T. A. was held at Akron, Oct. 27. The following program was carried out in full:

Some Educational Dried Fruit.....	Supt. J. J. Burns, Canton, O.
Report of Committee on "Civics in Public Schools," .....	
.....	E. F. Moulton, Cleveland, ch'm'n.
Some impressions from a Visitation of Forty Ohio High Schools.....	
.....	Prof. Henry C. King, Oberlin, O.
Report of Committee on "Manual Training in Public Schools," .....	
.....	H. M. Parker, Elyria, ch'm'n.

The reports of Committees on "Civics" and "Manual Training" were exceedingly interesting, and aroused considerable discussion. The former committee recommended a systematic course including study of U. S. Constitution, Ordinance of '87, and a number of other subjects, equally profitable to those who are to become intelligent American citizens. The committee, by vote of Association, was continued.

The Committee on "Manual Training" showed much painstaking in preparing estimates of probable expense in organizing and sustaining a school similar to the one in successful operation in Cleveland.

This Committee was also continued. A feeling of gloom pervaded the meeting on account of the recent death of School Commissioner Eli. T. Tappan. The following Committee was appointed to draft resolutions: Thos. W. Harvey, E. A. Jones, F. Truedley, Miss M. W. Sutherland and J. J. Burns. The resolutions appear elsewhere in this number of the MONTHLY.

Miss Greenwood, of Brooklyn, N. Y., being present, was invited to address the Association. She spoke on "Temperance Instruction in the Public Schools," and was attentively listened to during her earnest appeal for the instruction which our State Legislature has recently made necessary. An exceedingly pleasant feature of the meeting was the excellent music furnished by the Akron Congregational Church Quartette, N. L. Glover, W. C. Findley, Mrs. Henry Perkins, and Mrs. Esther Haynes.

CHAS. P. LYNCH, Sec'y.

—The ninth semi annual convention of the city superintendents of Western Ohio and Eastern Indiana met at Richmond, Nov, 8, 9 and 10. Twenty-one superintendents and a number of teachers and visitors were present. Among the resolutions adopted at the close of the session was the following: "That this has been one of the most interesting and profitable meetings of the Association." And the prevailing opinion was that these are the most helpful of the various educational meetings.

The following prescribed topics were discussed: 1. The Superintendent's relation to the Board of Education.

2. To what extent, if any, should a superintendent defend a teacher in error?

3. Should a superintendent enter into the working of political parties so far as they concern the election of members of the Board of Education?

4. What should be required of janitors?

5. What can teachers do, when parents don't?

6. How may negligent or indifferent pupils be awakened?

7. General Exercises—What shall they be and how conducted?

8. Training Schools for Teachers—Can they be made successful in the smaller cities?

9. What shall be the test for promotions?

10. Would the supplying of all text-books and materials by school-boards be desirable?

11. How can we best give moral instruction?

12. Proper Monthly Reports to parents.

13. Expulsion for unnecessary absence.

In addition, these topics were discussed incidentally :

1. The Grube Method.
2. Temperance instruction as to stimulants and narcotics.
3. Language Lessons.

Superintendents Study, Deuel, and Van Cleve were appointed a committee to prepare "a practical, consecutive, progressive scheme of language culture," and present it at the next meeting, which will be held at Greenville, Ohio, in February. Supts. F. G. Cromer, E. B. Cox and J. C. Black were made the Executive Committee.

M. A. YARNELL, Sec'y.

## PERSONAL.

—F. O. Watson, of Blue Bell, Ohio, is now teaching in the Parkinson school, Zanesville, Ohio.

—E. W. G. Vogenitz, a Tuscarawas County Teacher, now has charge of the schools of Money Creek, Minn.

—Arthur Powell, the new superintendent at Barnesville, has made a good start. He is already receiving encomiums from the local press.

—A lady of large experience in teaching, well qualified to take the principalship of a school, can be secured by addressing the editor of this journal.

—George W. Alloway, principal of the Oak Street School, Youngstown, O., mourns the loss of his only son, who died of diphtheria recently. He was a very promising boy, five years old.

—A lady who has had ten years of experience in grammar school-work, and who is very highly recommended, wishes to secure a position as soon as practicable. Address the editor of this journal.

—Dr. J. J. Burns and Supt. E. A. Jones each read a paper at the meeting of the Ohio Sanitary Association held at Canton, Nov. 14 and 15,—the former on "Contagion of Health," the latter on "Relation of School Work to the Health of Children."

—Executive Committees wishing to communicate with Edwin E. Sparks concerning his "Practical Experiments in Teaching Physiology and Hygiene" or his "Development of the Human Voice" will please observe that his present address is Martin's Ferry, O. Part of August is not yet filled. The evening of Readings and Recitations accompanies each week, as last year.

## BOOKS.

*Memory: What it is and How to Improve it.* By David Kay, F. R. G. S. New York: D. Appleton & Co.

This is the eighth volume of the International Education Series, edited by Dr. Wm. T. Harris. The right use of memory in education is a grave problem. An over-active memory tends to dwarf the other powers, yet a good memory is indispensable to even fair intellectual attainment. It is the store-house of the mind. These words from the author's preface indicate the

general scope of the work: 'The whole science of education may be said to be embraced in the question of 'How to improve the memory.' It includes not merely the cultivation of the different mental faculties and furnishing them with knowledge, but the training of the senses, and the developing of the various physical powers. Every act in the training or cultivation of any power or faculty depends on memory, all the habits we form are built up through it." Copious quotations from best authorities, in the form of foot-notes, constitute a valuable feature. Students of pedagogy will find the book worthy of careful study.

*Alden's Manifold Cyclopedia of Knowledge and Language.* Vol. II, *America to Artemis.* Vol III, *Artemisia to B.ptisia.* New York: John B. Alden, Publisher.

In noticing Vol I last month, we called attention to this novel and remarkable enterprise. It is the embodiment of an unabridged dictionary of the language and a complete cyclopedia of universal knowledge in the same work, and at the astonishingly low price of 50 cents a volume. Both literary and mechanical features of the work are commendable. It is comprehensive, accurate and compact; convenient in form, well bound, with good clear type. It is well suited for the home library, and the school as well.

*Xenophon Hellenica.* Books I—IV. Edited, on the basis of Buchsen-schutz's edition, by Irving J. Manatt, Chancellor of the University of Nebraska, formerly Professor of Greek in Marietta College. Boston: Ginn & Co.

This is one of the College Series of Greek Authors, edited under the supervision of John Williams White and Thomas D. Seymour. The large, clear type of the text, copious notes, historical introduction, index, etc., make it a desirable text-book for the young student of Greek.

*Excellent Quotations for Home and School.* Selected and arranged by Julia B. Hoitt, Deputy Superintendent of Public Instruction, State of California. Boston: Lee and Shepard. 1889.

The selections are arranged under the following heads: Guides to Conduct; Glimpses of Nature; Patriotic Selections; Biographical Eulogies; Recitations for Younger Pupils; Proverbs. An alphabetical list of authors, with dates of birth and death of each, and a topical index follow the selections. The value of memory gems is underestimated by most parents and teachers. Ten minutes at the opening of school each day spent in storing the mind with choice thoughts would bring rich returns. The book before us contains a good collection.

*Methods and Aids in Geography.* For the Use of Teachers and Normal Schools. By Charles F. King, President of National Summer School of Methods, and Master of Dearborn School, Boston. Illustrated. Lee and Shepard, Boston. 1889.

The twenty chapters and 500 pages of this book cover the ground indicated in these three heads: I. How to teach geography. II. What to teach in geography. III. Where to find valuable geographical knowledge. Starting with some fundamental principles of education and teaching, methods, plans, appliances, devices are described; model lessons are given; a six years' course of study is mapped out; a full outline for the topical study of North America

is given as a model; and the sources of information and illustration are pointed out in great abundance. The book cannot fail to be very helpful to any teacher who is earnestly desirous of learning how to teach geography.

Three books of special interest and value to Ohio teachers at this time are:

*Richardson's Ten Lectures on Alcohol,*

*Richardson's Temperance Lesson Book,*

*Julia Colman's Alcohol and Hygiene,* including tobacco, opium, etc.

These books are all published by the National Temperance Society, 58 Reade Street, New York, and contain just the information and help needed by teachers in preparing to give the instruction which the law requires in relation to alcohol and narcotics. Dr. Richardson is a recognized authority on the subject. His lectures have attracted much attention in this country as well as in Great Britain. Miss Colman's book is a juvenile temperance manual.

*Systems of Education: A History and Criticism of the Principles, Methods, Organization and Moral Discipline Advocated by Eminent Educationists.* By John Gill, Professor of Education, Normal College, Cheltenham, England.

The author presents the result of years of study in preparing to give instruction to his pupils in the Normal College. It is a record of the struggles, schemes, mistakes, failures, and partial successes by which popular education has grown to its present proportions, and is a most valuable study for educators who would be more than empirics. Principles are discussed in the light of experience. The book well deserves a place in every pedagogue's library.

From C. B. Ruggles, 237 Vine Street, Cincinnati, we have the following publications of D. Appleton & Co., New York:—

*How we Live: or, The Human Body and How to Take Care of It.* An Elementary Course in Anatomy, Physiology and Hygiene. By James Johnston and Eugene Bouton. Revised and Approved by Henry D. Didama, M. D.

*Health Lessons.* A Primary Book. By Jerome Walker, M. D.

*The Essentials of Anatomy, Physiology, and Hygiene.* A Text-Book for Schools and Academies. By Robert S. Tracy, M. D.

All of these books devote considerable space to alcohol and narcotics, and each is a model in its department.

*Fundamentals of the English Language: Orthography and Orthoepy.* Designed for Both Teachers and Pupils, and adapted to the wants of Public Schools, Normal Schools, Colleges and Private Students. By F. V. Irish. Published by the author, State Normal School, Lock Haven, Pa. 50 cents.

The author's long experience as a teacher and institute instructor and his careful study of the elements of our language, have enabled him to produce a book peculiarly helpful in laying the foundations of accurate scholarship. Besides its value as a school text-book, it is an excellent companion for speakers and writers, answering for them a multitude of questions continually arising about syllabication, capitalization, punctuation, pronunciation, etc. It is a fine specimen of the book-maker's art, with its red edges and beautifully stamped cloth sides.

From D. C. Heath & Co., Boston:—

I. *Goethe's Torquato Tasso*. By Calvin Thomas.

II. *Preparatory French Reader*. By O. B. Super.

III. *Lamartine's Meditations*. By George O. Curme.

The first is a study in German literature; the last, in French Poetry.

*Memory Systems, New and Old*. By A. E. Middleton. First American Edition from the Second English Edition, Revised. With Bibliography of Mnemonics, 1325—1888, by G. S. Fellows. Published by G. S. Fellows & Co., New York.

*Second Lessons in Arithmetic*. By H. N. Wheeler. Published by Houghton, Mifflin & Co., Boston.

The author calls this an "Intellectual Written Arithmetic." It follows the inductive method, omits much that is usually found in school arithmetics, and presents the essentials of the subject in such way as to develop the mind of the learner and fasten fundamental principles. It is excellent both in plan and execution.

Some very excellent educational tracts, published by E. L. Kellogg & Co., New York, are *Unconscious Tuition*, by Dr. F. D. Huntington; *How to Train the Memory*, by Rev. R. H. Quick; *How to Keep Order*, by James L. Hughes; and *Froebel's Kindergarten Gifts*, by Heinrich Hoffman.

Number 37 of Houghton, Mifflin & Co.'s Riverside Literature Series contains Charles Dudley Warner's *A Hunting of the Deer* and other essays. (Boston.)

*A Quiz Manual of the Theory and Practice of Teaching*, by Albert P. Southwick (E. L. Kellogg & Co., New York and Chicago), consists of about 500 miscellaneous questions in the first part, followed by answers evidently gathered from many sources, and given, in some cases at least, without credit. We recognize some of this character. It has little to commend it.

From W. J. Button, of Chicago, western agent of Harper and Brothers, New York, we have the first and second numbers of *Harper's Readers*. They are the embodiment of the latest and best experience in primary teaching. The first noticeable feature is the very gradual introduction of new words—in the First Reader not more than an average of five in each lesson. The largest amount of good sprightly reading with the smallest number of different words is the true ideal, and it is realized in these books. The word lists, both new and review, and the script lessons are excellent features. We risk nothing in predicting for this series of Readers great favor with both teachers and pupils.

*Charming Songs for Little Warblers*, Culled from the Children's Music of Every Land. By George Gill. School Supply Company, Boston.

This is a pretty little book containing pretty little songs for little people in the primary schools.

Henry Beatty's *New Method of Computing Interest*, from 4 percent to 12 percent, consists in taking years, months and days together, and getting as many tenths as tenths are contained in the given time, at any rate percent. It is contained in a little brochure of 30 pages, published by the author at Massillon, Ohio.

—THE OHIO—

# EDUCATIONAL MONTHLY

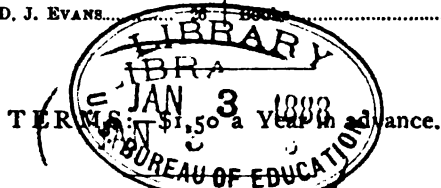
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# ECLECTIC SERIES

## Scientific Temperance Physiology.

By ELI F. BROWN, M. D.

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JUST PUBLISHED.

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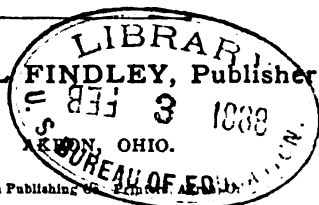
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